RESPONDING TO THE NEW NORMAL
IN THE TEACHING-LEARNING ENVIRONMENT

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Abstract: The COVID-19 epidemic has significantly changed the educational scene around the world. The "New Norm" of learning delivery, which brought about many changes, has an impact on educators, students, and administrators everywhere. Particularly in the Philippines, the educational system is believed to be very different from how many Filipino teachers and students previously experienced it. Therefore, a variety of data gathering techniques were used to examine how educators, students, and administrators will react to the paradigm shift in teaching and learning in the academic year 2021–2022. The data for the research study came from 53 academic members, 1590 students, and 12 administrative officials of the Technological University of the Philippines. Data shows that the faculty were still able to plan lessons, carry out the actual teaching, and keep track of their students' progress during the height of the worldwide crisis, which is comparable to how they often operated before the epidemic. Likewise, students asserted that their performance of the assignments had above their expectations and even met them. They even reported that despite the learning modality changing from traditional to flexible learning alternatives, they were still able to attend, comply, and get good grades. In addition, administrators were able to respond speedily by retraining and upgrading the faculty to accept the new idea of the teaching and learning process, both for online and in-person modalities. Indeed, with the results, the 21st-century educators and learners surpassed the challenge of the new normal teaching and learning setup

Keywords: 21st Century education, New Normal, Teaching-Learning, Education amid Pandemic

Introduction

The abrupt reform from in-person to online to hybrid and flexible techniques of teaching and learning are what educational institutions can offer now. The regular classroom settings are no longer in the scenario but instead, the combination of face-to-face, online classes, and modular learning are mandated as the new system of education in the Philippines. To further address the learning needs of the students, the blended or school pre-determined learning design to hyflex (hybrid flexibility) or student self-determined learning technique is what the educational system is trying to consider. Several studies are conducted as to how this set-up of a system of education responds to the educational needs of the students. With this, studies have to be conducted on the issue as the epidemic situation affects the teaching and learning environment. Thus, this present research study has been worked on.

According to Toquero, (2020), in response to COVID-19 and the abrupt change towards distance learning, educational institutions may consider this as a challenge yet an opportunity. Howe and

Watson, 2021, further noted how teachers during the epidemic modified methods and practices from conventional lessons to online class activities. The pandemic, however, was cited by Pressly & Ha (2021) as having a detrimental effect on teachers' performance. With diverse observations from previous studies, the present research sought to find out how educators, learners, and administrators respond to the "new normal" teaching and learning environment. Data may provide inputs as to how to better adjust to new teaching and learning landscapes in which educators, students and administrators would most benefit from the adaptation and accommodations.

Statement of the Problem

The research study set out to answer the following research questions:

1.How does the pandemic affect the performance of educators in terms of:

A. teaching preparation,

B. actual teaching,

C. monitoring students' performance?

2.How does the pandemic affect the performance of learners in terms of:

A. attendance.

B. compliance with assigned tasks.

C. grades?

3.How do administrators respond to the new normal educational system?

Literature Review

Teaching Preparation during Pandemic

As the pandemic brought an educational shift from the onsite to the online classroom, the present research would like to look into how the teaching preparation of educators had been made to carry on the learning among students.

It was observed that when the pandemic started, the classroom teachers welcomed the school year differently from the previous set-up. The shift from traditional to computer-based teaching became one of the academic challenges which educators needed to cope with. Several preparations must be made to embrace the academic change brought about by Covid 19. The traditional face-to-face lecturing technique was not effectively translated to a remote learning environment. Teachers instruct students virtually instead of in-person teaching. Many engaged in hybrid models, providing both virtual and in-person instruction. Also, the pandemic has recalibrated how teachers divide their time between teaching and administrative assignments carried by them. Pressly & Ha, (2021) concluded that based on their conducted recent research, the pandemic had a negative impact on teachers'

performance. Others even observed that teaching efficiency was controlled because of the protocols and safety precautions like wearing masks and physical distancing. Another challenge in teaching preparation is redesigning the curriculum to address the educational shift from the usual in-person to teaching virtually (J. Murray and W. Kidd 2020). The present research would like to verify the negative impact of pandemic on the performance of the educators (if there is any) especially during the lesson preparation.

Actual Teaching amid Pandemic

Teachers are said to be life-long learners who continually search for new opportunities to improve themselves to advance their standards unceasingly. As the pandemic strikes, teachers swiftly have to deliver their daily lessons utilizing varied modalities such as online platforms, to reach out and engage with their students. Due to the pandemic, students have been restricted from face-to-face interaction with classmates, and teachers. Even parents started to be more engaged to monitor their children's school lessons at home.

Howe and Watson, (2021) further emphasized that during the pandemic, the teachers' actions adapted techniques and strategies of traditional lessons to online class activities. Similarly, to achieve a better teaching and learning environment, educators are involved in the modification of the goals and objectives of the institution (Nugroho et al., 2021). These revised methods of teaching which provide students with feedback via virtual context were recommended by Abrahamsson and Davila Lopez (2021) and Rehman and Fatima (2021) to be adapted in the academic programs and strategies for the hybrid learning and learning classes (face-to-face and online). These works of literature might aid the current study in validating the pandemic-related teaching practices that were actually used.

Monitoring Students' Performance

Monitoring students' performance during synchronous online classes seems to be a challenge for educators. This includes varied efforts by the educator to ensure a better level of involvement of learners in online classes. To monitor the students' involvement, acquiring feedback on student performance can be done in online learning through constant communication. As Arghode, V.; Brieger, E.; Wang, J, (2018), said that engaging with students is highly necessary for an online class setup. Also, for proper monitoring of the online educational process, Dwivedi, A.; Dwivedi, P.; Bobek, S.; Zabukovšek, S.S., (2019) stated that the teacher's online time is directly proportional to the time spent by students. It is also in proportion to the promptness of response by the teacher to queries of students about online activities. Similarly, Riley, J.M.; Ellegood, W.A.; Solomon, S.; Baker, J., (2017) stressed in their conducted study, that the monitoring of performance extended by the teachers to students produces a relevant effect on the learners' learning process. Further monitoring of the learning performance of online students can be done through actual interactions and collaborations. To simulate the efficacy of conventional classes, Phipps, R. (2000), suggested that online educators must promote the social aspect of learning. It is highly significant to emphasize that attending the class and engaging to learn are different. Teachers must ensure that students are not mere attendees but participative to accomplish the learning objectives. Indeed, student interaction or participation is one indicator of quality education. Thus, from the point of view of pedagogy, to increase the performance of online education, students should be motivated to complete their online lessons, quizzes, assignments, and other assigned tasks for the course. These course requirements can generate

better grades, which is advantageous for both students and educational institutions (Strang, K, 2016). To monitor students' performance via online classes, students and teachers must communicate with clarity (Suryasa, W.; Zambrano, R.; Mendoza, J.; Moya, M.; Rodríguez, M., 2020).

Small, F., Dowell, D., and Simmons, P. (2012), likewise mentioned that the medium that allows educators to engage with learners and vice versa is significant and satisfying for effective monitoring of performance. Biasutti M. (2011) highlighted the factors of collaboration such as collaboration and teaching load management between and among educators and students which may result in better performance through the utilization of e-learning modules.

Students' Attendance amid Pandemic

In traditional or onsite classrooms set up, attendance is positively associated with academic progress (Newman-Ford, L., Fitzgibbon, K., Lloyd, S., & Thomas, S. 2008). The teachers have more engaging activities with students which also minimize distractions. As observed, online classes have less or no direct contact at all with students which results in no control over the involvement of the learners during classes. Distractions of attention are greatly possible that end up in loss of concentration in studies. For the students' attendance in a distance/online learning context, Aderibigbe, S., Dias, J., & Abraham, M. (2021) emphasized that educators must understand how students engage themselves with the learning process without which, students would rather be absent. Hence, the absence of students in the class is the manifestation of dissatisfaction due to a lack of interaction (Ozaydın Ozkara, B., & Cakir, H., 2018). Indeed, this also leads to isolation among students (Phipps, R. (2000).

Schneider and Preckel (2017) argued that the attendance of students during online classes has a significant effect on learning outcomes and has withstood the great advance of learning technologies ever since. Students' attendance further serves as an indicator of conventional class standing on learning activities and performance through assessments. A combination of conventional and virtual engagement is a factor in academic success.

Since educators want their students to attend classes, some determinants affect the process of students' presence during synchronous class meetings. The access and stability of internet connection are the salient points in the online classes which play a pivotal role in the participation and interaction of the students.

Compliance with Assigned Task

Accomplishing assigned tasks is indeed a routine among students. However, during the pandemic period, completing the tasks becomes a challenge.

As stressed by Aldholay, A.; Abdullah, Z.; Isaac, O.; Mutahar, A.M. (2019), the performance of students in online education has been favorably affected by the quality of the platform during class hours. The same is true with the observation proved by Putra, et. al., (2020) who is in his study investigated ten websites in Indonesia on the learning experiences of students via online classes during the pandemic. The study showed that students experiencing difficulty during online learning from home were brought about by limited resources like internet access and parents' inability to assist

their children's education using such platforms. However, the varied modality for classroom activities may motivate students to perform assigned tasks.

Students Grades

Class performance is interpreted through the students' grades. It is indeed highly necessary for students to accomplish assignments and eventually achieve good grades amidst the pandemic due to the spread of Covid 19 variants, so classes must employ online platforms (Basilaia et al., 2020).

A study conducted by Xu and Jaggars' (2013) at Columbia University presents that online platforms have a significant negative impact on students' perseverance in pursuing their courses and on their grades.

However, in the analysis of Cavanaugh, et.al. (2022), concluded that there is an increase of 0.10 in the overall grade point average (GPA) of the students as associated with the drift from face-to-face classes. This conforms to the claim that regardless of the difficulty and challenges inherent with the sudden shift to virtual education worldwide, students' grades as a whole did not suffer.

Administrators' Response to the New Normal Teaching-Learning Environment

Aytaç, Tufan. (2020) revealed in his study that school administrators emphasized the paramount need for technology leadership and crisis management skills in the delivery of education during a pandemic. Further enhancement of these competencies should be made in these areas. Similarly, the administrators' response to the new normal system of education may lead to a better learning process among students.

As Cahapay, (2020) stressed, education, as the 'New Normal' amid the pandemic, and there is a need for administrators to consider the new system of emerging opportunities and challenges.

Thus, it is known to everyone that the administrators have administrative control over the entire teaching–learning environment especially at the height of a pandemic.

The studies stated above served as a basis for comparing the observed performance of the teachers and students to their performance in the current study.

Methodology

The current research study used a hybrid method research design, which combines quantitative and qualitative research methodologies to develop a thorough grasp of the research topic. Data for this study were gathered from a variety of sources, including educators, students, and administrators.

The researcher gathered information from the teachers and students using structured procedures in order to get quantitative data. The objective of this strategy was to gather numerical data for statistical analysis. Surveys and questionnaires that were structured and had predetermined response possibilities might have been used in this. In order to find patterns, correlations, and trends in the data that could be studied using statistical tools, quantitative methods were used.

On the other hand, the researcher used open-ended survey questionnaires to interact with administrators in order to get qualitative data. The administrators were able to respond with specificity and elaboration thanks to this strategy, sharing their thoughts and experiences in depth. The qualitative approach was adopted in this case to capture the richness and depth of data that quantitative approaches might not have been able to.

The researcher did an in-depth analysis of the gathered quantitative data using the Statistical Package for Social Sciences (SPSS) for its use in statistical analysis. Finding significant information hidden inside the numerical dataset was the main objective. The researcher was able to derive reliable statistical judgments which gained the insightful information.

The information on how faculty members react to the new standard of teaching and learning setup was gathered from 53 faculty members. In the survey asking students to judge their performance at the height of a pandemic, 1590 provided responses. Likewise, 12 administrators had the opportunity to take part in the execution of the current study. Lived experiences were displayed in the same form that they were disclosed throughout the open-ended survey.

Instrument

In order to gather qualitative data, the researcher utilized a self-made survey questionnaire with open-ended questions that participants had to complete. This questionnaire was based on the review of relevant literature. Quantitative approaches were used for questions with clear answers.

Participants' Demographics

Participants of this research study were academically active during the school year 2021-2022 when the data were collected. The input of the participants on responding to the new normal in the teaching and learning environment was identified through a purposive sampling method to make the most out of limited resources due to pandemic. Details of the respondents were presented in the participants' profiles.

Profiles of the faculty, students, and administration in the study are given in the following tables.

Table 1. Faculty Profile

Sex	Frequency	Percent
Male	32	60.4
Female	21	39.6
Prefer not to say	0	0
	53	100

POSITION/RANK	Frequency	Percent
Instructor	36	67.9
Assistant Professor	8	15.1
Associate Professor		
Professor	8	15.1

		1	1.9
		53	100
STATUS OF APPOINTMENT	**Frequency**	**Percent**	
Permanent	21	39.6	
Temporary	25	47.2	
Part-time	7	13.2	
	53	100	
Subjects mainly taught	**Frequency**	**Percent**	
Laboratory/ Shops	21	39.6	
Major Subjects (lectures)	16	30.2	
General Education	16	30.2	
	53	**100**	
Number of years in Teaching	**Frequency**	**Percent**	
5 years and below	21	39.6	
6- 10 years	7	13.2	
11-15 years	4	7.5	
16-20 years	3	5.7	
21-25 years	9	17.0	
26-30 years	5	9.4	
31 and above	4	7.5	
	53	**100**	

Out of 96 instructors, 53, or 55%, answered. The majority of them, 60.4%, are men. Participants range in status from Instruction (majority) through Professor. In terms of appointment status, 25 and 21 are temporary and permanent faculty, respectively. The remainder of the respondents work part-time. According to the data and the position of the faculty, it appears that many are new, with only a handful having more teaching experience. Perhaps, as a result of the pandemic, many people choose to retire from early to voluntary to mandatory retirement.

As regards subjects handled, the majority of the respondents hold classes for laboratory or shop subjects. For the number of years of teaching experience, it is not surprising that many are for five years and below which is in congruence with the status of appointments of temporary faculty. However, there are still faculty who have taught for more than 31 years and participated in the conduct of the present research study.

In summary, the data shows a heterogeneous faculty landscape that includes educators specialized in practical areas, educators with varying levels of teaching experience, and educators with long careers. This diversity can be used to create a vibrant and enriching academic atmosphere for both educators and students. The diverse perspectives, experience, and teaching styles contribute to an educational institution that is well-rounded and adaptive.

Table 2. Students' Profile

Gender	Frequency	Percent	
Male		1001	63
Female		542	34
Prefer not to say		47	3
		1590	100
Course Enrolled			
Engineering		373	23
Education		319	20
Engineering Technology		883	56
Others		15	1
		1590	**100**
Number of Years Studying in Tertiary Level			
One year and below		422	26.5
Two years		321	20.2
Three years		326	20.5
Four years		504	31.7
Five years and above		17	1.1
		1590	**100**

The students who participated in the present study are 1590 in total. Sixty-three percent of these are male while 34% are female. However, 47 students or 3% preferred not to reveal their gender.

The participants are enrolled in varied courses. The majority of them belong to Engineering Technology courses, followed by Engineering courses, then Education. Most of them or 504 out of 1590 participants are in their fourth year stay at the university. The figure does not necessarily mean they are fourth-year students but even 3rd-year students who have extended their years of stay in the university for reasons. The students who are enrolled in their 5th year and above are the least number of participants.

Table 3. Administrators Profile

Sex	Frequency	Percentage	
Male	8		66.7
Female	4		33.3
Prefer not to say	0		0
	12		100
Position	**Frequency**	**Percentage**	

	Frequency	Percentage
Assistant Director		
College Dean	2	16.7
Director	6	50
Department Head	2	16.7
Vice President	1	8.3
	1	8.3
	12	100

Number of years in Service	Frequency	Percentage
16	1	8.3
19	1	8.3
20	1	8.3
23	2	16.7
25	4	33.3
27	1	8.3
30	1	8.3
35	1	8.3
	12	100

Administrators were selected to provide information on how they responded to the teaching and learning environment amid the pandemic. Twelve from TUP Campuses responded to open-ended survey questions of which eight of them were male. From Department Head to Vice President are catered positions for the conduct of the study. The majority of the respondents have had 25 years of service.

Results and Analysis

I.How does the pandemic affect the performance of educators in terms of teaching preparation, actual teaching, and monitoring students' performance?
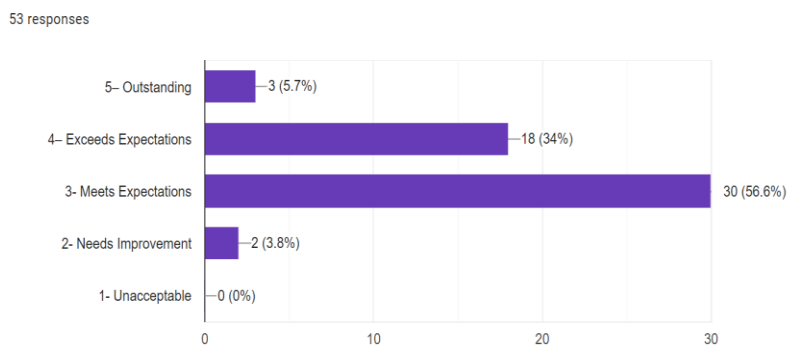

53 responses

Figure 1 Effectiveness of TEACHING PREPARATION during the pandemic

The figure illustrates the responses of faculty in terms of their teaching preparation during the pandemic. The number shows that the majority of the participants have met if not exceeded their

expectations while preparing for the lessons. This figure differs from the findings of Pressly & Ha, (2021) who concluded that the pandemic had a negative impact on teachers' performance.

The following data display the descriptive statistics of the faculty responses on teaching preparation.

Table 4 Descriptive Statistics TEACHING PREPARATION during the pandemic

Descriptive Statistics

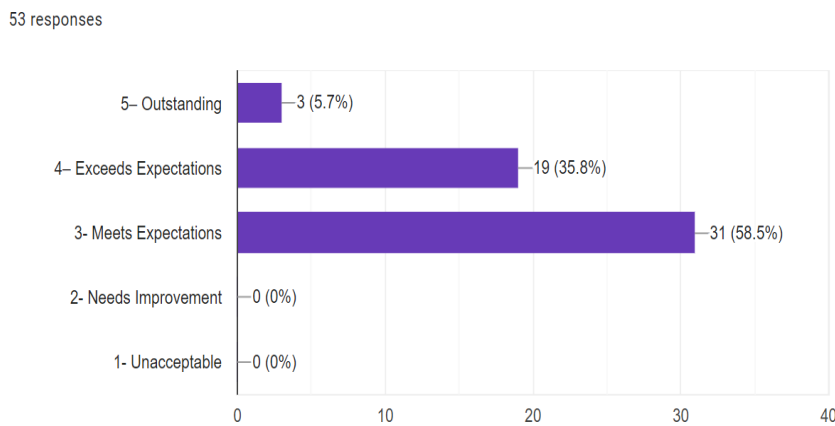|	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Teaching Preparation	53	3.4151	.66315	.530	.327
Valid N (list wise)	53				

Figure 2 Effectiveness of ACTUAL TEACHING during the pandemic

It is remarkable to note that the actual teaching of faculty amid a pandemic meets expectations as what the majority of the participants reveal. None even needed improvement during the conduct of teaching. This also proves what has been observed by Howe and Watson, (2021) in their research that during the pandemic, the teachers busied themselves by adapting effective techniques and doable strategies of conventional lessons into online class activities.

How the pandemic affects the performance of educators in terms of actual teaching is described statistically in Table 5.

Table 5 Descriptive Statistics of ACTUAL TEACHING during the pandemic

	N	Mean	Std. Deviation	Skewness	
Descriptive Statistics					
	Statistic	Statistic	Statistic	Statistic	Std. Error
Actual Teaching	53	3.4717	.60776	.913	.327
Valid N (list wise)	53				

53 responses

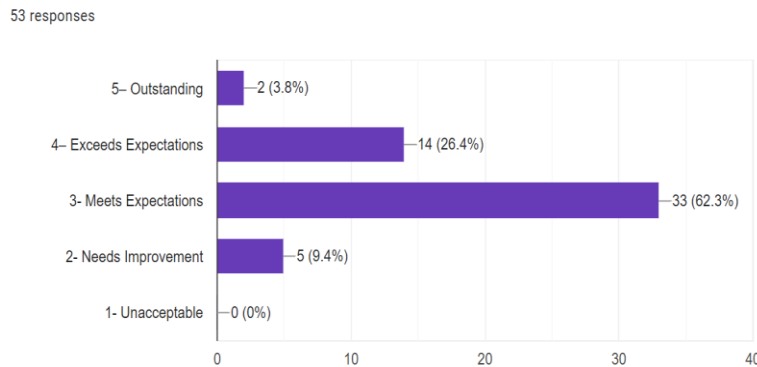| Response	Count
5– Outstanding	2 (3.8%)
4– Exceeds Expectations	14 (26.4%)
3- Meets Expectations	33 (62.3%)
2- Needs Improvement	5 (9.4%)
1- Unacceptable	0 (0%)

Figure 3 Effectiveness of MONITORING STUDENTS' PERFORMANCE during the pandemic

In terms of monitoring the students' performance, the majority of participants 62.3% disclosed that they have met their expectations when monitoring their students' performance. The engagement of the faculty with students' activities may be a factor in effectively monitoring the latter's performance. These findings support what Suryasa, W.; Zambrano, R.; Mendoza, J.; Moya, M.; Rodríguez, M. (2020) concluded that to monitor students' performance via online classes, students and teachers must communicate.

As to how the pandemic affects the faculty in monitoring their students' performance, the next table illustrates its descriptive statistics.

Table 6 Descriptive Statistics of Monitoring the Students' Performance during the pandemic.

	N	Mean	Std. Deviation	Skewness	
Descriptive Statistics					
	Statistic	Statistic	Statistic	Statistic	Std. Error
Monitoring Students' Performance	53	3.2642	.65489	.523	.327
Valid N (list-wise)	53				

II.How does the pandemic affect the performance of learners in terms of attendance, compliance with assigned tasks, and grades?
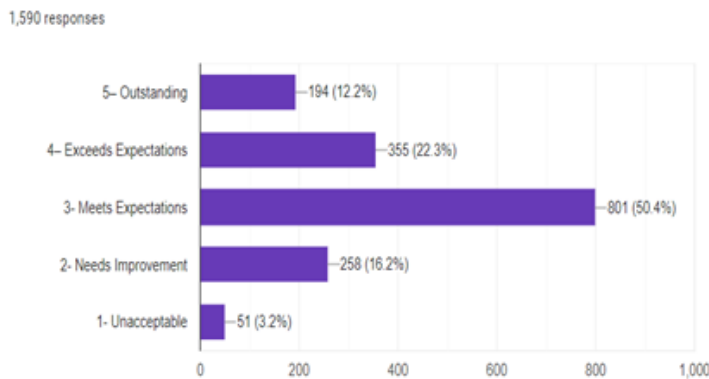

Figure 4. Effect of Pandemic on Students' Performance in Terms of Attendance

As shown in Figure 4, out of 1590 participants 801, or 50.4% have met their expectations in terms of their attendance in classes during the pandemic period. It seems that there are still a number of students who rated themselves outstanding in attending hybrid classes. However, 51 of the respondents stated that their performance in terms of attendance was unacceptable. Some factors such as internet connectivity during online classes support the findings of Schneider and Preckel (2017) that affect the attendance of the students.

The following table demonstrates the responses of students in their class attendance with the use of descriptive statistics.

Table 7 Descriptive Statistics Students' Performance in Terms of Attendance

Descriptive Statistics

	N	Mean	Std. Deviation
class attendance	1590	3.2597	.94190
Valid N (list-wise)	1590		

1,590 responses

- 5– Outstanding — 124 (7.8%)
- 4– Exceeds Expectations — 376 (23.6%)
- 3- Meets Expectations — 823 (51.8%)
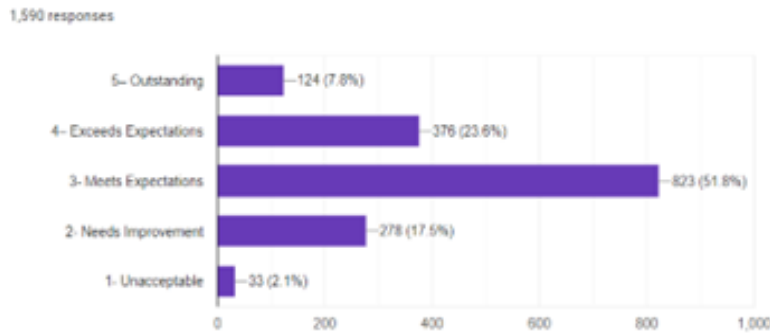- 2- Needs Improvement — 278 (17.5%)
- 1- Unacceptable — 33 (2.1%)

Figure 5. Effect of Pandemic on Students' Performance in Terms of Compliance with Assigned Task

It is noteworthy that the students' performance in terms of task compliance meets their expectations which are also followed by responses that exceed expectations. Data shows that even when a pandemic strikes, students still pursue education not just for attendance but also to comply with their assigned tasks. These findings conform to Cavanaugh, Joseph, et.al. (2022) data that states virtual education did a positive impact on students' performance.

A vivid figure of statistics on responses of the students under study in terms of their performance through compliance with the assigned tasks.

Table 8 Descriptive Statistics Students' Performance in Terms of Compliance with Assigned Tasks

Descriptive Statistics

	N	Mean	Std. Deviation
assigned task	1590	3.1925	.86142
Valid N (list wise)	1590		

1,590 responses

- 5– Outstanding — 103 (6.5%)
- 4– Exceeds Expectations — 390 (24.5%)
- 3- Meets Expectations — 787 (49.5%)
- 2- Needs Improvement — 326 (20.5%)
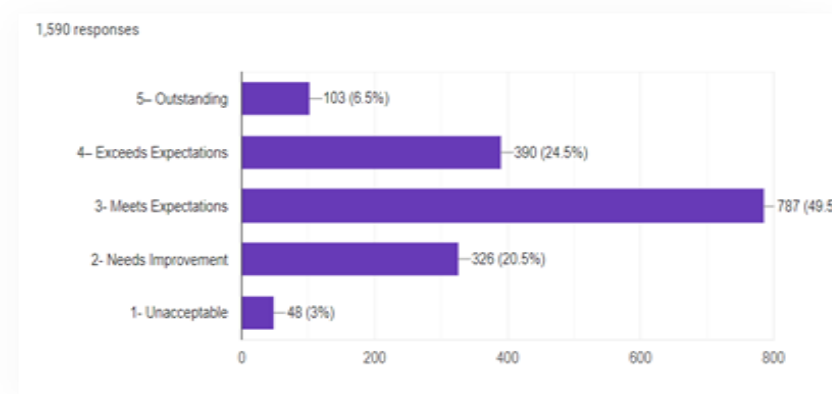- 1- Unacceptable — 48 (3%)

Figure 6. Effect of Pandemic on Students' Performance in Terms of Grades

As regards the grades of the participants, data show that there are 48 out of 1590 respondents who claim that their performance grades are unacceptable. Perhaps these students experienced what Xu and Jaggars' (2011) pointed out in their investigation that the online format has a significant negative impact on learners. However, in the present research, 787 out of 1590 answered that they meet expectations when it comes to their performance grades. Results conform to Cavanaugh, et.al. (2022) data that even with the abrupt switch to virtual education brought about by the pandemic students' grades, in general, did not suffer.

The following data describes statistically the participants' responses to their grades.

Table 9 Descriptive Statistics Students' Performance in Terms of Grades

Descriptive Statistics			
	N	Mean	Std. Deviation
Grades	1590	3.1289	.88145
Valid N (list-wise)	1590		

After the faculty and students had responded to the survey and claimed effects on their teaching and learning context, the administrators shared their response to the new normal teaching and learning environment.

III. How do administrators respond to the new normal educational system?

The following are the questions posed in the survey for the lived experiences of the administrators as participants in the study.

Open-Ended Survey Questions

1. As a leader, how are you during a pandemic brought about by COVID-19?

2. What about your staff, how are they right now?

3. What is your current learning modality at your institution?

4. How difficult or easy has it been for the institution to implement the COVID-related safety measures and protocols?

5. How do educators respond to the new normal educational system?

6. How are the students responding to the new normal educational system?

7. How confident are you that the institution can provide effective instruction in the current learning modality?

8. What program do you employ for the faculty's academic growth during the pandemic?

9. Compared to pre-pandemic, what is the status of enrolment, dropout, and graduates to date?

10. What strategy do you have at hand to respond to the new normal teaching and learning, and environment?

The researcher presented four distinct themes from the research data. The following are the major themes identified from the gathered data of the study:

1.   Challenges

2.   Immediate Response

3.   Advantages and Disadvantages

4.   Action Plans

Table 10 Administrators respond to their educators and students during the pandemic.

Challenges	In Vivo Statement
	-*struggling and depressed yet coping* -*trying to be brave although I am a bit nervous.* -*very challenging, requiring immediate decisions over a short period of time.* -*Adjusting to the situation* -*encountering hardship in the implementation of Blended Learning* -*Perplexed* -*experiencing Covid-19 sickness, However, surpassed the disease, perhaps, the vaccination and boosters helped a lot.* -*coping with the blended learning* -*Students encountered or experienced many challenges at first but along the way, they were able to adapt considering that they were more abreast in using or applying available technologies. However, some have experienced challenges like internet connectivity and the affordability of necessary gadgets.*
Immediate Response	In Vivo Statement
	-*Facilitating the COVID TAPNA initiative of TUP VISAYAS and partners to establish a 3D Printing farm that more or less donated 14k plus face shield amounting to 2 million pesos to all hospitals, Barangay health centers, border controls, and government offices in the whole Negros occidental including some of the hospitals in Cebu and Iloilo city and TUP campus in Luzon. The team is composed of selected faculty members and* volunteers. *This is during the lockdown in 2020. Most of the operational structures are made during limited face-to-face and full face-to-face in September 2022. Like amliganay program of students helping students, cluster management segregation for degree contacts and policy in wfh, medical support, and vaccination drives for TUPV.* -*Implementing the guidelines set by the IATF and CHED* -*doing the assigned function* -*The institution is adopting blended learning modalities such as via synchronous and asynchronous delivery of teaching and learning.*
Advantages and disadvantages	In Vivo Statement
	-*The current learning modality being implemented can provide effective instruction considering that the faculty were given sufficient training using such modality, the institution provided a common platform (MS Teams), aside from other multimedia resources used by the faculty in teaching-learning delivery.* -*difficulty in the implementation in the early stage* -*Well, it took some time to implement necessary safety measures such as wearing a face*

mask, and signboards.

-It was difficult to implement protocols since it differs from one LGU's to another.

-With the budget allocated, it turned a bit easy

-Not really difficult because measures are national and local policy directives.

-Some faculty are having a hard time to respond the new normal educational system

--Some above '50's or early '60's opted to enjoy early retirement, as they say, they find it difficult to teach with this new normal

--Very Responsive for those educators who are young and techie while so hard for those who are not willing to exert more and learn to the new normal

-The students are also having a hard time adapting particularly those students having problems with internet connectivity and technology

-New normal is blended concepts which at some point are effective but not totally for everyone.

-Students who have no gadgets for online classes find it hard to survive and end up dropping the subjects

Action Plans	In Vivo Statement

-Join various webinars and training for hybrid learning and alleviate their academic growth

-The higher authorities are closely monitoring the needs of every faculty by providing a series of seminars.

-we had meetings so I could update my faculty on how they were doing. -Our faculty and staff development programs never stop when a pandemic hits, evident in our 100 percent utilization rate report.

-Our faculties mostly avail post-graduate education since they have the time to study.

-Faculty were encouraged to attend more webinars on the dimensions of development, training, seminars, and workshops in various learning delivery modalities and the use of educational technologies adapted to a given situation.

-They were trained also to handle student behavior-related aspects.

-The current situation in the new normal or maybe called the better normal can continue to adopt the best practices used during the pandemic. There should be an adjustment or provision of infrastructure to improve the physical, instructional, and material resources of the university.

-We had PowerPoints, you tubes, and other means of delivering instructions via online. For the laboratory, actual is still the most favored method.

-Flexible learning should not be totally abandoned in the return of face-to-face learning. Internet infrastructure and physical infrastructure should be the priority for the management as part of the resiliency program and we did learn from those two years

-Adapt flexible learning environment

Discussion

Educators' Performance

As to how the pandemic affects the performance of educators in terms of teaching preparation, actual teaching, and monitoring students' performance, this research provided data that illustrate the lived experience of the participants of the study.

During the teaching preparation, the majority of the participants claimed that they have met their expectations of preparing the lesson even with the use of different modalities brought about by the need to respond to the pandemic. The result of the study on teaching preparation does not conform to the findings of Pressly & Ha, (2021). According to them, the pandemic brought a negative impact on teachers' performance in which part of this is the preparation of the lesson. Perhaps because most of

the respondents in the present research are young, having five years of teaching experience. It seems they perform 21st-century skills amid the pandemic.

Similarly, the performance of the faculty under study in terms of their actual teaching even amid the pandemic has met their expectations. This is probably because educators continuously learn by attending various webinars and training sessions to enhance their technological skills. This finding conforms to Howe and Watson, (2021) who observed that the teachers engaged in adapting workable techniques and effective strategies for online classes during the pandemic.

In terms of monitoring the students' performance, the majority of the faculty who participated in the study believed that they had met their expectations even amidst the pandemic. Perhaps because of the preparation and actual teaching performance, they somehow resulted in the motivation to monitor how the transfer of knowledge affected the students' learning.

Thus, the three variables that were utilized in this study show consistent results that meet expectations to describe how the pandemic affects the performance of educators. It seems that most educators though not that well equipped with the technology managed to adapt to the trends. Indeed, they are the so-called digital immigrants.

Students' Performance

Furthermore, data on how the pandemic affects the performance of learners in terms of their attendance, compliance with assigned tasks, and grades were all determined to describe their lived experience amid the pandemic.

The findings show that the majority of the participants faced their education favorably because they met their expectations and even exceeded the expectation, explaining that they were able to perform comparably to usual if not even better amid the pandemic. Students were able to attend classes online. There are still a number of students who surprisingly assessed themselves as outstanding in attending hybrid classes. It seems that these students have the motivation to learn despite the situation around them. Although, there were still few respondents who disclosed that their performance in terms of attendance was unacceptable. Perhaps this is because of some factors such as internet connectivity during online classes which support the findings of Schneider and Preckel (2017) that since they would like to attend classes but because of the inaccessibility, attendance seemed to be a challenge.

With the students' performance in terms of task compliance, results once again show that students meet their expectations. It seems consistent with the claim on class attendance that they can comply with the assigned tasks when regularly attending classes. Thus, it is somehow invariable with Cavanaugh, Joseph, et.al. (2022) conclusion stresses that virtual education had a positive impact on the performance of the students such as in compliance with their assigned tasks.

After attending classes and class performance through compliance with assigned tasks, eventually grades determine the level of knowledge learned. Based on the participants' claims, their grades are of their expectations and some of them received grades that exceed what they expect. It seems these results agree with Cavanaugh, et.al. (2022) findings that despite a sudden shift from conventional to virtual education caused by the pandemic, the academic grades of the students based on their

performance did not suffer. This is probably because students are 21st-century skills learners which are more adept at technology. Findings, however, do not conform to Xu and Jaggars' (2011) claim that virtual education has a significant negative impact on learners.

Results proved that the majority of students are digital natives that can adjust the learning environment from in-person to virtual to hybrid modality.

Administrators' Response to the new normal educational system

It is a mandate for administrators to oversee the overall operation of the university. They are responsible for running the management smoothly even at the height of a pandemic. As they claimed in the conduct of the research study, the challenges, immediate responses, advantages and disadvantages, and action plans were created to face the difficult times brought about by the pandemic. It appears that the administrators try to embrace the concept of a flexible learning framework through hybrid course delivery. With the experience of the worst-case scenario during the lockdown, administrators can visualize a better system of education that may respond to the very need of both educators and learners and that is in the form of technology-mediated instruction.

Based on the presented data of the students, even though administrators have administrative controls, they also experience the common predicament of internet accessibility during online classes especially those who have no available, if not one step ahead gadget to be used while taking the examination. With this, the administrators venture to flexible learning to somehow address these issues for online classes. The same is true with faculty though most of the concerns are on the advancement of modality. A series of webinars are offered to enhance the basic skills on the use of technology while teaching.

Conclusion and Recommendations

Thus, with the data illustrated, it is indeed evident that faculty, students, and administrators responded to the new normal landscape of education enthusiastically and that they have met their expectations concerning their performance in teaching and learning in the midst of the pandemic brought about by CoVid-19. Remarkably, learners of the 21st century, as digital natives, confidently carried out tasks with ease while faculty and administrators being digital immigrants, competitively embraced the educational shift of the teaching and learning process that necessitates collaborations of students, faculty, and administrators.

Certainly, responding to the new normal teaching and learning environment may mean a shift in educational strategy, but not its direction. Positively, equipping oneself with the skills required ensures that learning takes place.

Awaiting studies may achieve further esteemed insights by collecting figures from geographically diverse participants across areas of disciplines in which the present study is limited.

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