#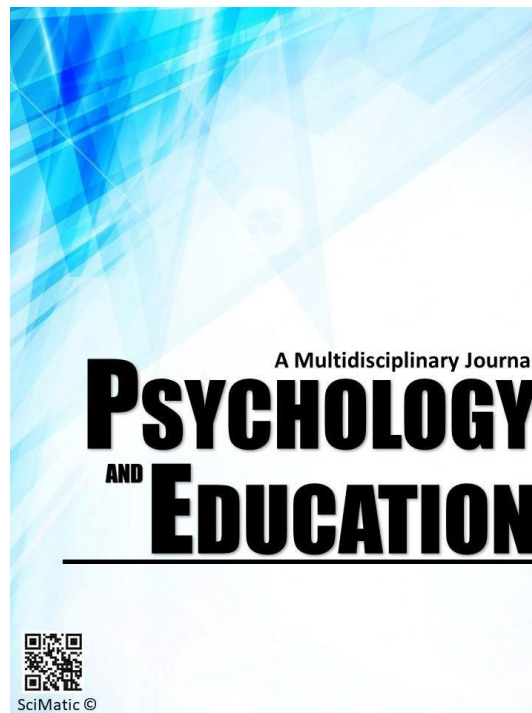 NEW NORMAL EDUCATION: STRATEGIES, METHODS, AND TRENDS OF TEACHING-LEARNING ON STUDENTS' PERSPECTIVES AND ITS EFFECTIVENESS

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New Normal Education: Strategies, Methods, and Trends of Teaching-Learning on Students' Perspectives and Its Effectiveness

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Abstract

Education is a developmental process that may be improved by using a range of strategies to develop engaging classes. It stands for the educators' personal philosophy and utmost aspiration. This study aimed to assess and identify the strategies, methods, and trends of teaching-learning on students' perspectives and their effectiveness in the new normal of education. The study employed the descriptive approach with a quantitative research design in analyzing the strategies, methods, and trends of teaching-learning. The participants of the study are the professional teachers in the selected 2 public schools in the Agusan del Sur division under the San Luis District, particularly at San Luis National High School and San Mariano Elementary School. Based on the findings, it was gleaned from the findings, it was definitely concluded that the overall weighted mean value was 4.08 with a descriptive level of observation and interpretation of very satisfied based on the results. Additionally, it was revealed that the z-computed value in the result obtained with 105.329 is greater than the z-critical value of 1.87, which definitely resulted in the rejection of the hypothesis of the study. Thus, there is a statistically significant difference in the strategies, methods, and trends of teaching in the new normal learning perspective as observed by the participants of the study. Therefore, the strategies, methods, and trends in teaching shows to lay the foundation of why and how to conduct the class and helps set expectations by the students at school, also creating a shared class culture where students take more responsibility andunderstanding for their class participation.

Keywords: *trends, effectiveness, perspectives, strategies, new normal education*

Introduction

The most pressing issue in the new normal of education is how to introduce a lesson or certain topic to students in a way that they can easily understand, comprehend, and apply the learning principles. The teachers' tactics and situations are influenced by the new knowledge integrated into the new normal. The poor internet connection, equipment, and damage within the homes where students are taking classes are the problems with the integration of knowledge through online learning in the new normal and perspective. Students also struggle to transition from conventional classroom instruction to online learning.

Education is a process of learning, and it can be enhanced by the use of a variety of techniques and methods to produce creative lessons. It represents the teachers' personal philosophy and their highest ideal. Furthermore, the online framework analysis and improvement guidelines for the new normal process were used to analyze teaching strategies. It raises the standard and methodology of online classes in terms of the many trends, strategies, applications, assistance, teaching delivery modes, and platforms from the viewpoint of student learning. It has an application for online learning in a structured educational system that shows and creates the learning objectives in the direction of cutting-edge teaching methods that are pertinent to the learning. In order to focus on the new norm of teaching, it constructs and develops the appropriate strategy in teaching. Despite the resource constraints of online education, it constructs and develops the appropriate teaching method to emphasize the support offered for initiative and the learning process (Mallillin, 2020). In the culture that people live in today, education is a precious thing that people work hard to obtain. Education is essential for everyone to lead fulfilled lives. It advances one's knowledge while also assisting in learning and discovering new things. Learning is one of the keys to success because, with a good education and enough knowledge, it will be possible to have a prosperous life and consistent employment in the future. The pursuit of information, as well as research into human empowerment and growth for one's own future well-being, whether social or economic, is just a few of the many goals that education serves. The majority of people in the Philippines, if not all of them, would like to pursue careers as teachers (Saro et al., 2022).

The COVID-19 pandemic is still having an effect on educational systems worldwide, and the Philippines is experiencing a significant and huge paradigm shift as a consequence. As a corollary, teachers are essential in ensuring that students learn effectively. The COVID-19 incident tested schools, educators, teachers, students, parents, and other stakeholders. The pandemic forced teachers to take on a significant role

in supporting and supervising students' growth in order to maintain instruction in a system of education where learning occurs at home. However, there are great learning opportunities available at all times and from everywhere, outside of the four walls of the classroom. As a result, teachers face particular difficulties as a result of these significant changes in the new educational system. There were several issues with substituting modular instruction for continuing education (Pentang, 2021; Llego, 2021; Saro et al., 2022).

The pedagogical approaches to teaching, as described by Carag (2020), encouraged numerous creative ways that would support the various learning styles and capacities of the students. Innovative teaching methods that help students and teachers visually and conceptually understand the ideas that need to be presented can boost teachers' confidence and help students improve their critical thinking abilities. To identify and concentrate on the unique belongings and categories that describe the position in the online learning process, including the teaching philosophy and practical teaching practices, it studies and uses the experiences of reflective methods in the new normal learning perspective. In the new normal of learning, it represents the teaching experiences and student outcomes (Vital, 2021).

The new normal learning perspective's tactics, trends, methodologies, and procedures give teachers the resources they need to develop the pedagogy, transition, and instruction for online classes. It provides insight and helpful guidance on how to improve the pedagogical efficacy of online instruction. By preserving the development of important relationships through learners' meaningful experiences, it innovates assessment structures and methodologies. The innovative structure in teaching trends, methodologies, and strategies employed in online learning must be student-centered in the new normal of learning. It employs the design principles of the new normal to support teaching and learning. Teachers, on the other hand, adjust the materials, methods, and recommendations to their own classes' needs and the development of the new normal online context (Itow, 2020).

Additionally, in the new normal learning viewpoint of students, teaching strategies, trends, methods, and techniques should also concentrate on the many learning domains, such as psychomotor, affective, and cognitive where it is essential to online teaching. The

numerous instructional activities, particularly in the new regular classes, can be organized to address the many learning domains that affect students' academic achievement. It looks at the knowledge and activity participation in a thorough learning process. It supports and enables teachers to deliver a style and product based on the academic requirements of the pupils. The many learning domains show how well children succeed academically in terms of their learning habits, attitudes, and behaviors (Michieli, 2020; Saro et al., 2022).

The initiative to influence the preparedness of learning and online teaching as alternatives in the delivery mode in the absence of face-to-face teaching and interaction with the learners in the new normal learning and process is provided by the new normal teaching trends and techniques as well. This determines the readiness and capability of the device and action familiarity, connectivity, preparation for self-efficacy, and experience in the technology of learning online and modular education. The success of online education and other teaching mode amidst the epidemic also depends on the teaching methods and approaches that support students' learning. It establishes the guidelines and judgment calls for assessing the students' educational experiences. The evolution of instructional current technology and contemporary elements of the new normal process and learning are reflected in the changes in teaching and teaching methods (Graham, Norberg, Moskal, Dziuban, & Sicilia, 2018). Regarding this, a lot of educators stress the need for curricular changes to keep up with the age of computers and information technology, but there is disagreement over the kind and scope of these changes. The majority of parents, students, and educators agree that the best approach to rehabilitate future generations so they can adapt to the changing environment is to prepare them and equip them with the fundamentals of computer science and use. The prevailing belief in industrialized nations is that schools must transform to the information age because doing so is essential to their existence and advancement (Bani Hamad, 2011).

It sees the analysis and need for the opportunity of emerging technology as one of the pitfalls in current teaching trends. These challenges provide opportunities for various educational institutions, particularly those in the Department of Education, to seek better teaching techniques in terms of diversity, flexibility in learning, adjustment, method, support, innovation, and effectiveness; and the opportunity to teach pedagogy in the new normal classes (Gurajena, Mbunge, & Fashoto, 2021).

The aim of this research project is to assess and identify the strategies, methods, and trends of teaching-learning on students' perspectives and their effectiveness in the new normal of education. On the other hand, the study examined the way the process of learning and teaching during this pandemic time and investigated the teacher's viewpoint on the use of modes of learning by the school. Thus, the study could contribute to the development and effectiveness of the new teaching methods because it provides clear information to the students or learners as well as their grievances and preferences for the learning process.

Research Objectives

This study was conducted to assess and identify the strategies, methods, and trends of teaching-learning on students' perspectives and their effectiveness in the new normal of education. Specifically, this study was administered to answer the following objectives:

1. To determine and identify the strategies, methods, and trends of teaching-learning on students' perspectives and their effectiveness in the new normal of education; and
2. To attest the significant difference in the strategies, methods, and trends of teaching-learning on students' perspectives and effectiveness in the new normal of education as observed among the respondents.

Methodology

Research Design

The study employed the descriptive approach with a quantitative research design in analyzing the strategies, methods, and trends of teaching-learning on students' perspectives and their effectiveness in the new normal of education. Moreover, quantitative descriptive designs are employed because they describe how teaching-learning strategies, trends, and methods respond to students' emerging typical learning perspectives and how effectively they work. Additionally, it explains and explores the quantitative research design, focusing in particular on the implementations, structures, and designs that have a substantial impact on the study's conclusions. It offers strategies for conceptualizing and comprehending the

study's research flow and design (Bloomfield & Fisher, 2019). It largely focused on how teachers see the basic principles and specifics of the teaching modes they are about to employ in the context of education, according to Creswell (2008). So that numbered data may be examined using statistical techniques, the variables can be quantified, often using instruments.

Research Locale and Participants

The participants of the study are the professional teachers in the selected 2 public schools in the Agusan del Sur division under the San Luis District, particularly at San Luis National High School and San Mariano Elementary School. They are the best and most reliable source of information because they are well experienced in teaching, specifically in the new normal classes where they apply various strategies, methods, and trends of teaching-learning to students' perspectives and its effectiveness. The study comprised and focused only 30 participants due to the availability of teaching forces as well as the limitations due to the pandemic.

Construction and Validation of Research Instrument

The research questionnaire was designed with the goal of relying heavily from the extensive reading the researcher did of several studies, works of literature, and other samples of questionnaires. With assistance from the experts in the field and a research colleague, the researchers formulated the questionnaire's original draft. The document was given to three (3) professionals with expertise in education and research for validation and dependability after it had been edited for content, structure, and format. Furthermore, after the questionnaire was turned in for content validation, a small change was made. In order to assess the validity of the questionnaire, the researcher measured the internal consistency of the survey using the Cronbach alpha statistics. An alpha coefficient of 0.95 was easily accepted by the survey questionnaire, indicating that the items were trustworthy and practicable.

Data Gathering Procedure and Ethical Consideration

For the purpose of gathering data, the researchers obtained the consent and approval of the school principals of the aforementioned schools. The researchers will also outline the objective of this investigation. The researchers will choose the

necessary sample based on the data that must be supported for this investigation. Upon approval, the researcher gave the study's subjects, the teachers at the aforementioned schools, the questionnaires. The participants were given the assurance that their answers would be kept in strict confidence and that the findings would be used for both research and professional development in teaching modes in the context of education. Following that, the participants' spare time was requested by the researchers so they could complete the questionnaire. The researcher tabulated and processed the data for the statistical analysis after retrieving the questionnaire. Additionally, the research endeavor was conducted in accordance with ethical norms. The researchers looked at the concepts and ideas of the authors in order to avoid plagiarism, and they honored their rights by properly attributing them. The researchers will remove the data they have gathered from their end once the study is finished and the results are in.

Results and Discussion

This study presented the results, findings, and significant thoughts and reliable statistical output on the strategies, methods, and trends of teaching-learning on students' perspectives and their effectiveness in the new normal of education in the selected 2 public schools in the Agusan del Sur division under the San Luis District, particularly at San Luis National High School and San Mariano Elementary School, during the academic year 2022-2023. The following results' significance and interpretation will also be covered in this chapter.

Table 1 *(see appendix)* shows the mean value, descriptive level, and descriptive interpretations of strategies, methods, and trends on teaching-learning on students' perspectives and its effectiveness amidst the pandemic. Also, gleaned from the findings, it was definitely concluded that the overall weighted mean value was 4.08 with a descriptive level of observation and interpretation of very satisfied based on the results. To highlight the results from the table, it was found that the two chosen schools in the said district were the ones where "the students introduce pedagogical strategies and contemporary innovations for instructional materials. It entails a number of learning stages, information acquisition, and questions that spark more inquiries in an environment of increasing complexity ", got a weighted mean of 4.68, which means it was highly observed or attained in the said schools. It was followed by these indicators: "the curriculum at the school adapts to each student's

individual needs in order to foster student growth and teaches methods found in the most recent learning environments, information, and multimedia applications. It enables instruction-based knowledge and skill development for students, "gathered with 4.53, and it was extremely satisfied in the chosen schools. Also, the indicators say, "it helps set expectations, lays the groundwork for why and how the class should be conducted, and fosters a sense of community in the classroom where students are more accountable for their participation. It asks provocative questions that encourage students to think critically and develop into more independent learners; and to guarantee that no student is left behind, tasks are assigned based on students' ability, and lecturers take the time to foster both academic growth and social and educational development in order to reduce disruptive behavior in the classroom ", obtained with the mean value of (4.27; 4.47), which is concluded as highly observed and extremely satisfied. The least of the most is not applicable in the classroom setting or might be the teachers are not sure about these indicators, "technology is incorporated into the classroom to actively involve students in multimedia tools and other cutting-edge teaching methodologies. Additionally, it helps students learn how to think critically and effectively analyze, interpret, relate, and argue in order to get knowledge and information; and in order for teachers, students, and parents to acquire values and appreciation, there is self-care in online learning that can be adjusted in the curriculum. It enhances focus, involvement, and knowledge acquisition and offers a strategy and good learning impact "; these mentioned statement indicators from the assessment got the least responses from the participants, which certainly obtained a 3.17 and 3.39 weighted mean value and corresponds to a descriptive level of neutral and satisfied sometimes. The results indicate that the indicators made by the researchers are very applicable and attainable in San Luis National High School and San Mariano Elementary School, which got an average mean value of 4.08, which is observed at the aforementioned schools. According to Mahmood and Fedina (2017)'s research, teaching-learning strategies aid in the implementation of an online and modular distance education to the new learning process in exploring various instructional strategies and approaches. Additionally, it aids in the successful design of new normal classes, such as motivating teachers to create new ways of interaction and improving strategies that aid student learning. Thus, it collaborates with remote learning, assessment policies and enactment at school, provides feedback and offers flexible teaching. The learning authority is a powerful tool for generating chances that promote flexible

learning, context, and implementation. To pursue global learning, a new normal blended learning strategy is used to address real-world issues in a regular classroom setting. It is a method for enhancing learning and concurrent teaching that offers beneficial learning implementation based on acceptance, requirements for high-quality technology, and advantages. The application of the many actions in the teaching strategy in determining the learners' gaps in the practice of the new normal scenario constitutes the teaching as an organized form of learning, according to Li, Yang, Chu, Zainuddin, & Zhang (2020).

Table 2.*TheSignificant Difference in the Strategies, Methods, and Trends of Teaching-Learning n Students' Perspectives and Effectiveness in the New Normal of Education as Observed among the Respondents*

Variables	Z Computed Value	Z Critical Value	Variables Comparison	Sig.	Decision
Strategies, Methods, and Trends Observed at the Two Schools in the aforementioned District in the Division of Agusan del Sur	105.329	> (Greater than sign)	± 1.87	0.000*	Rejected

Table 2 presents the significant difference in the strategies, methods, and trends of teaching-learning on students' perspectives and effectiveness in the new normal of education as observed among the respondents.Based on the findings, it was revealed that the z-computed value in the result obtained with 105.329 is greater than the z-critical value of 1.87, which definitely resulted in the rejection of the hypothesis of the study. Thus, there is a statistically significant difference in the strategies, methods, and trends of teaching in the new normal learning perspective as observed by the participants of the study. Teaching trends are commonplace in schools, and teachers' efforts are demonstrated by various student assessments and teaching effectiveness matrices. It examines the effects of teaching in the new normal as well as the difficulties faced by educators of the environment, system leaders, and teachers. It provides an in-depth analysis of the state of the seasoned teaching profession (White, 2021). The notion used in teaching is described as being intended to serve as a guide for students as they analyze, direct, and put pedagogical practices into practice. A cognitive framework and interactive activities are used in the teaching strategy to support the students' improved learning. This comprises self-control, metacognition, mental attitude, student mistrust and

fear, inefficient learning tactics, prior knowledge, transfer of learning, working memory, constrained mental effort, selective attention, and misconceptions (Chew & Cerbin, 2021).

Additionally, the way that teaching is going demonstrates that there is a need for self-care in distance classes in order to change the curriculum so that parents, teachers, and students may learn values and appreciation. It moves from the online learning of the students to an investigation of their adaptation and perception of interactive learning procedures. In terms of technological accessibility, self-efficacy, and behavior perception, it examines motivation, impact, attitude, and behavior (Aguilera-Hermida, 2020). It also demonstrates how the classroom's framework for blended learning focuses teachers' instruction into more targeted activities for students. It effectively equips students with the ability to self-regulate their learning. Competency is impacted by academic success as a key factor in determining and exploiting learning attainment outcomes. It seeks to identify learning-influenced and self-regulated academic practices that contributed to the student's success. This then fosters the development of self-regulatory student learning competencies and their practical applications (Ab Jalil et al., 2020). On the other hand, the direction of education indicates that the curriculum is flexible enough to meet each student's specific requirements for advancement. The curriculum is changed to reflect the new normal, which provides a path and encourages support for students' accomplishments. Regarding student comprehension, comfort, self-efficacy, activities, structure, completion, and time, teachers are adaptable and innovative in the curriculum employed in the online classes.

McNeill, Fogleman, and Krajcik (2011) stated that new normal difficulties teachers' roles in addressing the collaborative trend of teaching learning development and opportunity. It demonstrates that teachers take the time to foster both educational and social development as well as academic progress in order to improve the behavioral issues in the classroom. Oakes, Daniel, and Quartz (2019). It also demonstrates how using games and rewards in the teaching process encourages participation from the class and allows for the development of knowledge and skills. The new normal procedure and instructional design of the activities blend learning with real-world opportunities into online challenges (Moore & Lowell, 2020).

Conclusion

Education is a process of learning, and it can be enhanced by the use of a variety of techniques and methods to produce creative lessons. It represents the teachers' personal philosophy and their highest ideal. The study employed the descriptive approach with a quantitative research design in analyzing the strategies, methods, and trends of teaching-learning on students' perspectives and their effectiveness in the new normal of education. The participants of the study are the professional teachers in the selected 2 public schools in the Agusan del Sur division under the San Luis District, particularly at San Luis National High School and San Mariano Elementary School. This study presented the results, findings, and significant thoughts and reliable statistical output on the strategies, methods, and trends of teaching-learning on students' perspectives and their effectiveness in the new normal of education in the selected 2 public schools in the Agusan del Sur division under the San Luis District, particularly at San Luis National High School and San Mariano Elementary School, during the academic year 2022-2023. Based on the findings, it was gleaned from the findings, it was definitely concluded that the overall weighted mean value was 4.08 with a descriptive level of observation and interpretation of very satisfied based on the results. Additionally, it was revealed that the z-computed value in the result obtained with 105.329 is greater than the z-critical value of 1.87, which definitely resulted in the rejection of the hypothesis of the study. Thus, there is a statistically significant difference in the strategies, methods, and trends of teaching in the new normal learning perspective as observed by the participants of the study. Therefore, the strategies, methods, and trends in teaching shows to lay the foundation of why and how to conduct the class and helps set expectations by the students at school, also creating a shared class culture where students take more responsibility and understanding for their class participation.

The majority of students find it difficult to transition to the new normal classes, so it is important to prioritize students' learning and experiences in the plan, as required by the new normal teaching and learning perspective. Trends in teaching must also be emphasized among the participants. To address the behavioral concerns in the classroom in the new normal of teaching, lecturers or teachers should prioritize academic success while also fostering social and educational development. The focus, engagement, and information acquisition that support and positively impact learning should be improved through teaching techniques. As a result, they support implementing actions.

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Table 1. *The Mean Value, Descriptive Level, and Descriptive Interpretations of Strategies, Methods, and Trends on Teaching-Learning on Students' Perspectives and its Effectiveness Amidst the Pandemic*

Statement Indicators	Mean Value	Descriptive Level	Descriptive Interpretations
1. Assembles an online learning design that is required into pedagogical value component, putting the experiences and learning of the students at the center of the strategy. Additionally, it engages, equips, and provides resources that students may use in the classroom setting for successful learning process.	4.10	Observed	Very Satisfied
2. Technology is incorporated into the classroom to actively involve students in multimedia tools and other cutting-edge teaching methodologies. Additionally, it helps students learn how to think critically and effectively analyze, interpret, relate, and argue in order to get knowledge and information.	3.17	Neutral	Satisfied Sometimes
3. To guarantee that no student is left behind, tasks are assigned based on students' ability, and lecturers take the time to foster both academic growth and social and educational development in order to reduce disruptive behavior in the classroom.	4.47	Highly Observed	Extremely Satisfied
4. In order for teachers, students, and parents to acquire values and appreciation, there is self-care in online learning that can be adjusted in the curriculum. It enhances focus, involvement, and knowledge acquisition and offers a strategy and good learning impact.	3.39	Neutral	Satisfied Sometimes
5. By presenting numerous class activities to improve the learning process, it motivates students to cooperate. It provides a text-based mode of instruction, including modules that can be utilized to establish teacher-student interaction, social media platforms if accessible, team-based tasks, and expected live engagement with peers in online learning.	4.15	Observed	Very Satisfied
6. It entails using games, contextualized and localized activities, and rewards to motivate students to learn and actively participate in the lesson. Greater accuracy and general originality in the design of educational experiences and fresh concepts	3.87	Observed	Very Satisfied

in the learning process are made possible and identified.			
7. It helps set expectations, lays the groundwork for why and how the class should be conducted, and fosters a sense of community in the classroom where students are more accountable for their participation. It asks provocative questions that encourage students to think critically and develop into more independent learners.	4.27	Highly Observed	Extremely Satisfied
8. The classroom structure of blended learning directs teachers' education toward more targeted activities for students. It helps students understand the lesson in context by bringing academic concepts to life through visual and hands-on learning experiences.	4.18	Observed	Very Satisfied
9. The curriculum at the school adapts to each student's individual needs in order to foster student growth and teaches methods found in the most recent learning environments, information, and multimedia applications. It enables instruction-based knowledge and skill development for students.	4.53	Highly Observed	Extremely Satisfied
10. The students introduce pedagogical strategies and contemporary innovations for instructional materials. It entails a number of learning stages, information acquisition, and questions that spark more inquiries in an environment of increasing complexity.	4.68	Highly Observed	Extremely Satisfied
OVERALL	**4.08**	**Observed**	**Very Satisfied**