

TEACHERS' VIEWS ON THE HINDERING FACTORS TO QUALITY TEACHING-LEARNING PROCESS IN THE NEW NORMAL: AN EXPLORATORY APPROACH

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ABSTRACT

This study determined the hindering factors to quality teaching-learning process in the new normal. The exploratory approach mixed methods design was utilized that started with qualitative phase then followed by quantitative data collection and analysis. More specifically, it aimed to construct a scale on teachers' views on the hindering factors to quality teaching-learning process in the new normal. In the qualitative phase, there were ten (10) teachers who participated in the in-depth interview and seven (7) teachers participated in the focus group discussion. Furthermore, a total of 300 teachers in Magpet west district have been selected as respondents in quantitative phase. Meanwhile, the data were analyzed using the thematic analysis and exploratory factor analysis (EFA). The results show that a total of three themes have emerged in the qualitative findings that put emphasis on student's behavior and discipline issues, students lack of basic needs and skills, and large class sizes and limited resources. The EFA results showed two underlying factors on the hindering factors to quality teaching-learning process in the new normal. To give the light of the study, the following conclusions are enumerated. Two emerging themes significantly emphasized on the hindering factors to quality teaching-learning process in the new normal base on the teachers' views includes student's behavior and discipline issues, and large class sizes and limited resources. Results revealed from the Exploratory Factor Analysis (EFA) two underlying factors quality teaching-learning process in the new normal. The Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .801 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. The Exploratory Factor Analysis results revealed that there are 16 items of questionnaire sets that are suitable for factor loading's. This means that these items are appropriate for the study's measuring tools and pass the face validity test.

Keywords: *Quality teaching-learning process, new normal , hindering factors, Exploratory approach, Magpet west district, Philippines*

INTRODUCTION

Education plays a significant part in nationalistic improvement, this should be enriched in every facets and timely in accordance to our educational system, given the world of education's growing demands and constant changes. According to (VVOB Education for development), quality education needs childrens active participation we should put the child in the center and it also helps to reach his or her full potential. The learning outcomes that are essential differ according to context however at the end of the basic education series it must include oncoming levels of literacy and numeracy, basic needs and skills, and knowledge,which consider prevention of disease and awareness.Whats more, even though many factors are connected with what it takes to have good quality education, the most certain term that pronounced the direction to improvement or decline of quality of education is done through exams.

According to Global Indian International School (2022), there are ten factors affecting academic performance of students in new normal which is also a result of teaching and learning process. Those ten factors includes, uncomfortable learning environment, learning resources, trouble in understanding, teacher-student ratio,overloaded information, performance pressure,family background, unhealthy lifestyle, and lack of interest and distracted mind.

Over and above that, Nurbek Sadullayevich Jorayev 2021 states that the learning process dwell on two interconnected processes which is the teaching as well as learning. Nonetheless, if the students themselves do not have a mindful approach to the acquirement of knowledge, No matter how active the teacher is in the transmission of knowledge, then the learning process wouldn't take place. Globally, COVID-19 pandemic has been disrupting education systems, particularly affecting the most compromising learners. The pandemic has amplified inequalities and worsened the pre-existing educational crisis. Besides lack of connectivity and equipment prevented at least a third of learners from pursuing distance learning according to UNESCO 2022.

According to the United Nations Development Programme (UNDP), the occurrence in effective education during the COVID-19 pandemic has taken close to 9 in 10 students. This setback must be addressed to improve the quality of education. Though there is an old saying that says, "Education is the only inheritance which nobody can take away from you." education is very essential in one's life, no matter how critical one's circumstances in life are,our elders have always emphasized it. In our country, people put a value on it to uplift one's quality of life.

Moreover, UNESCO states that quality education specifically implicate issues such as appropriate skills development, gender parity, it also includes provision of relevant school infrastructure, equipment, educational materials and resources, scholarships or teaching force. The basic educational skills; like reading and writing increases a person's income up to 10% acting as the perfect weapon that lifts everyone to freedom, which helps to eliminate international poverty and hunger (Dr. Rehaf A. Madani, 2019).

In ASEAN region, through its inclusion in the sustainable improvement Goals (SDGs; United Nations Development Programme, n.d.) accession to the success in quality education has been securely situated on the international agenda. Southeast Asia is presently not on track in attaining this objective or goal according to Teter, 2021, the Covid-19 pandemic has further disrupted progress in this area. Whereas, today's globalized and unified world, comprehensive possibilities for international education are likewise a fundamental challenge to guarantee students' success (Nathan Lefievre et., al., 2022).

FRAMEWORK

This study is supported by the theory of John Dewey and Edgar Dale. John Dewey, first popularized learning by doing. For Dewey, this signifies a massive intensiveness on student engagement. It's a hands-on approach to learning, which means students must interact with their surroundings in order to adapt and learn. According to Dewey teaching and learning, education and discipline are nearly affiliated to community – the social life. Children learn better when they interact with their environment and are involved in the school's learning plan, Dewey debate that education should be focusing on the quality of the experience more than it focused on the information being bestowed. He said that the experience must have coherence with their past and future experiences and interaction between the student's individual conceptualization and a teaching environment in order to be considered a quality experience.

Edgar Dale theorized that learners retain more information by what they “do” as opposed to what is “heard”, “read” or “observed”. His research lead the way to the development of the Cone of Experience. Today, the “learning by doing” has get ahead to be known as “experiential learning” or “action learning”. The Edgar Dale's cone of experience aid and helps teachers in planning different kinds of learning experiences in order to make the most effective learning environment for the intention of learning geographical listing. Edgar Dale gave the concept of cone of experience in 1946. In addition, at hierarchical manner in the cone with reference to their relative position in the teaching-learning process, the learning experiences are placed. Students more often remember 10% of what they read, then 20% of what they hear, while 30% of what they see, whereas 50% of what they see & hear, 70% of what they say & write and 90% of what they say and do. This study aimed to determine the hindering factors to quality teaching-learning process in the new normal base on the teachers' views in public elementary schools of Magpet West District, Cotabato Division, Region XII.

METHODS

Research Design

The study utilized the exploratory research method; it is a methodology approach that investigates research questions that have not previously been studied in depth. Survey research design is used in studying a large group of individuals peculiarly how it is distributed to one or more variables or characteristics which was accentuates by Fraenkel and Wallen. This design will be use in the acquisition through the usage of

questionnaire checklists and validated documents from the office of the principals of the respondents, schools of the Department of Education, the Divisions office, and Classrooms in different schools of Magpet west district, Division of Cotabato, Region XII. The purpose of exploratory research is to formulate problems, clarify concepts, and form hypotheses. Exploration can begin with a literature search, a focus group discussion, or case studies.

Research Respondents

For the qualitative phase of the study, there are a total of 10 senior teachers from elementary schools in Magpet West District Department of Education that was invited for in-depth interview and 7 teachers for the focus group discussion. The results of which was used to identify the emerging factors and as well as the items to generate the questionnaire. The participants were determined using the random sampling technique. For the following quantitative phase, constructed survey questionnaire from the qualitative interviews was administered to 200 elementary school teachers of department of education in Magpet west district, North Cotabato, Region 12 for the successive quantitative phase, a purposive sampling technique was applied in selecting the school and the participants. This technique targets to achieve a homogeneous sample whose units share the same individualities or qualities. To attain homogeneousness, the following criteria was set: should be a full time teacher in the public elementary or secondary schools, and at least have 4 years of experience and above, in the field of teaching.

Research Instrument

The researcher formulated an interview guide that asked questions about their definition of quality teaching-learning process. The interview will provide an insight into how a group of teachers thinks about the factors hindering quality teaching-learning process in the new normal, the range of opinion and ideas, and the similarities and variation that exists in their beliefs, their experiences, and practices at school. Furthermore, the questionnaire was constructed based from the frequency of occurrence as results of focus group discussions. This tool was subjected to dimension reduction to look for the factors that hinders quality teaching-learning process in the new normal. There are five experts that will be invited to perform content validity of the interview questions and check the suitability of the items that captured the underlying dimensions on quality teaching-learning process. To ensure the readability and comprehensibility of the questionnaire is one of its purpose.

Statistical Tools

The information that was acquired from in-depth interview was analyzed using thematic analysis. This method emphasizes pinpointing, examining, and recording patterns (or "themes") within data. After that, the researcher's enumerator collects the answered questionnaire and review the qualified and complete accomplished questionnaire. Insufficient information or a doubtful answer such as showing observable patterns of answer was removed for those particular items only. The researchers, through the help of the enumerator and statistician, then tabulated the data collected from the participants using Microsoft Excel and finally processed the data

collected using SPSS (Statistical Package for Social Sciences). It is a widely used software package for human behavior research. SPSS can compile descriptive statistics, as well as graphical depictions of result. Moreover, it includes the option to create scripts that automate analysis or carry out more advanced statistical processing.

RESULTS AND DISCUSSION

Emerging Themes of hindering factors to quality teaching-learning process in the new normal

There are two themes that emerge from in-depth interview and focus group discussion with selected public elementary school teachers in Magpet west district, Cotabato division that put student's behavior and discipline issues and large class sizes and limited resources.

Student's behavior and discipline issues. Many of the participants stated that student's behavior has greatly affect their learning and if they are not motivated to go to school which lead them to be absent and it has a big hindering factor to the teaching-learning process. Lack of discipline makes them more vulnerable to failure because they don't mind whether they get high or low grades. Students do not perceive the classroom climate as supportive. Students have other priorities that compete for their time and attention. Individual students may suffer from physical, mental, or other personal problems that affect their behavior. Students lost their interest and become demotivated because they cannot cope with the competencies or topics that the teacher is teaching. The lack of interest and motivation can lead to low quality of students learning, low self-esteem, and limited ability in literacy and numeracy. Consequently, it hampers their ability to engage students group activities, behavior towards teacher and classmates, thereby hindering overall quality teaching-learning process in the new normal. These are evident in the following quotes from the participants:

"based on my experience when new normal came in our students, I am teaching kinder garten and I observe that they are not sociable, they don't socialize and interact even though they are in one community. I need to introduce one another, let them play, get along, understand each other "(IDI 8)

"The hindering factors I have encountered in the new normal is the absenteeism of the student, I also observed that student having difficulties following simple instruction" (IDI 5)

"These factors make students hesitant to participate within the class discussion" (FGD 4)

"Another factor is students are hesitant to perform some activities"(FGD 3)

"The effect of it to them is that they can't focus on learning, they lost interest, and they might not bother of getting low scores or grade." (IDI 9)

Meanwhile, most participants claimed that student's attitude and interest towards lesson and learning process significantly contributes to the factors that hinder quality teaching-learning process in the new normal. In an ever-evolving educational landscape, students need more assistance to stay abreast on the level of knowledge, learning, ability, and capacity to effectively engage and participate in the active learning process. Without follow up and continues support and discipline to students they may struggle to adapt their competencies and level of lessons given by the Department of Education. This lack of up-to-date knowledge and skills can hinder their ability to gather important, useful, and, necessary information which ultimately impacting quality teaching-learning process in the new normal. These ideas are present in the narratives of the participants stated below:

"For me the student attitude and student to student interaction is somehow a hindering factor to teaching-learning factor" (FGD 2)

"the hindering factors to quality teaching learning process I have encountered in the new normal are pupils interest, pupils attitude lack of motivation insufficient support from parents literacy reading skills and comprehension" (FGD 6)

"The experiences related to teaching-learning process that may hinder to students learning is the focus of the learners in teaching process which is very difficult for them since that they experience almost two years in modular learning process" (IDI 3)

Recent literature highlights the significant impact of student behavior and discipline issues on teaching effectiveness among teachers. A study by Kuklinski et al. (2022) emphasizes that disruptive behavior, such as talking out of turn, disrespect, and noncompliance, hampers the learning environment and impedes instructional delivery. The authors highlight the negative consequences of such behavior on teacher morale, instructional time, and student engagement.

Furthermore, research by Gregory and Weinstein (2021) highlights the importance of positive classroom management and proactive discipline strategies in reducing behavior problems and improving instructional effectiveness. Effective classroom management techniques, such as clear expectations, consistent consequences, and positive reinforcement, contribute to a respectful and focused learning environment.

Additionally, a study by Noor, U et al. (2022) interactive teaching tools may enhance the students' active learning habits. The research explores students' learning behaviors and academic achievement in a relative examination of definite faculty strata and gender and the consequence of technological applications, objectives, and time flexibility on students' digital learning behaviors. These studies collectively emphasize the need for proactive discipline strategies, supportive behavior management techniques, and social-emotional skill development to mitigate student behavior issues and promote optimal instructional environments in secondary schools.

Large class sizes and limited resources. Many of the participants argued that large class sizes significantly contribute to the factors that hinder instructional

effectiveness among teachers. With a high student-to-teacher ratio, educators face challenges in providing individualized attention, addressing diverse learning needs, and maintaining classroom management. Limited opportunities for personalized instruction and feedback can hinder student engagement and comprehension. Moreover, large class sizes can strain teachers' time and resources, making it difficult to create interactive and participatory learning environments. Consequently, the lack of individualized support and diminished instructional interactions negatively impact overall instructional effectiveness in secondary schools. These are evident in the following quotes from the participants:

“Some strategies that cannot be apply to overcome these problems during the new normal setting is having able to attend each students needs because we have at least 30-40 students inside the classroom “(IDI 10)

“When there are too many students in a class, it can be challenging to create a safe and comfortable learning environment where students feel free to ask questions, participate in discussions, and share their ideas.” (IDI 5)

“Those hindering factors really affect the effectiveness of teachers in terms of teaching because they have to deal with more or less 40 students inside the room with different intelligence and background.” (IDI 9)

Meanwhile, most participants claimed that limited resources in the classroom significantly contribute to the factors that hinder quality teaching-learning process in the new normal. Insufficient access to essential teaching-learning materials, such as textbooks, technology, and hands-on learning resources, hampers teachers' ability to deliver engaging and effective lessons. Inadequate resources can impede the implementation of varied instructional strategies, limit student participation, and hinder the exploration of diverse learning modalities. Additionally, the lack of resources can create barriers to differentiated instruction and hinder teachers' ability to cater to the individual needs and interests of their students. Ultimately, limited resources in the classroom negatively impact quality teaching-learning process by restricting teachers' capacity to create a conducive learning environment and deliver high-quality education in the new normal. These ideas are present in the narratives of the participants stated below:

“They have a hard time to focus because mostly the students which I handled Grade 3 and grade 4 in one room they have difficulties in reading they cannot follow simple instruction” (IDI 4)

“it has also a big effect to teacher performance because as a teacher I adjust to the level of the learners especially handling multi-grade class, we need to specify the level of the teaching depending on the level of the pupils.”(IDI 3)

“I have a hard time in implementing some strategies because we have lack of resources especially in experiment, we also have of materials and some rooms are not conducive for learning maybe because we are just newly opened school” (IDI 7)

Recent literature highlights the detrimental impact of class size and limited resources on quality teaching-learning process in the new normal. A study by Hattie (2021) emphasizes that smaller class sizes enable teachers to provide individualized attention, engage students in meaningful interactions, and effectively manage classroom dynamics. Larger class sizes, on the other hand, impede the ability to address individual learning needs, promote active participation, and provide timely feedback.

Additionally, research by Baker and Weber (2022) demonstrates that limited resources in the classroom, such as outdated textbooks, inadequate technology, and insufficient materials, hinder teachers' ability to deliver effective instruction. Insufficient resources restrict teachers' capacity to implement innovative teaching methods, hinder student engagement, and limit opportunities for hands-on learning experiences.

Furthermore, studies by Darling-Hammond et al. (2020) and Odden et al. (2021) underscore the importance of equitable distribution of resources and smaller class sizes in narrowing achievement gaps and improving overall student outcomes. These findings collectively emphasize the significant role of class size and available resources in quality education, highlighting the need for adequate support and allocation of resources to enhance teaching and learning process.

Construction of the hindering factors to quality teaching-learning process in the new normal Scale

Based from the narratives of the participants, the Table 1 presents the factors hindering quality teaching-learning process in the new normal scale items which are selected based on their frequency of occurrence from the responses in qualitative interviews. This 30-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to three based on the a priori qualitative analysis dimensions.

Table 1

HINDERING FACTORS TO QUALITY TEACHING-LEARNING PROCESS IN THE NORMAL				
A.	Statements	5	4	3
1	I believe that teachers need support and help from parents in teaching students.			
2	I think there is a need to improve my teaching skills and strategies			
3	I believe that lack of interest and motivation of the students has great effect to their learning			
4	I feel that students need more focus on reading and writing.			
5	I think student's needs to have limitations in using gadgets.			

6	I believe that quality teaching-learning process should be both from teacher and parent.			
7	I feel that student's attitude towards learning should be prioritized.			
8	I think that food and nutrition of students should be tailored to meet the individual needs of students.			
9	I believe that regular personal development is good to address student learning needs.			
10	I think that investing in professional development opportunities for teachers is essential for improving the overall quality of education in schools.			
11	I believe that class sizes need to have individualized attention.			
12	I feel that I have sufficient resources in providing quality instruction to my students.			
13	I believe I have enough classroom resources			
14	I strongly believe that class sizes limit the amount of time spend with each students.			
15	I feel that sufficient access to technology help to effectively teach my students.			
16	I think that class sizes influence the learning needs and progress of each student.			
17	I believe that classroom resources provide engaging learning experiences.			
18	I strongly believe that sufficient resources address the individual learning needs.			
19	I feel that class sizes impact my ability to provide meaningful feedback to my students.			
20	I think that resources create a supportive and inclusive learning environment.			
21	I believe that student behavior and discipline can influence the learning environment.			
22	I think that addressing student behavior and discipline issues is important.			
23	I find it easy to engage students in the learning process.			
24	I feel that addressing behavior and discipline issues is within the scope of my role.			
25	I believe that addressing behavior and discipline issues is a collaborative effort.			
26	I think that having a structured classroom environment can help prevent behavioral issues.			
27	I feel that addressing behavior and discipline issues is an ongoing process.			
28	I find that behavior and discipline issues are more prevalent in certain groups of students.			
29	I believe that providing support and resources for students can lead to improved outcomes.			

30	I think that addressing behavioral issues is essential for an inclusive learning environment.			
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Dimensions of hindering factors to quality teaching-learning process in the new normal Scale

Testing a 30-item Factors hindering teachers' instructional effectiveness in secondary schools' scale. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .801 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974)

Table 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.801
Approx. Chi-Square		2128.679
Bartlett's Test of Sphericity	df	435
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 30-item factors hindering teachers' instructional effectiveness in secondary schools is suitable and adequate for extraction of factors, and thus, ready for factor analysis.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are two dimensions of hindering factors to quality teaching-learning process in the new normal. Hence, the three-factor model exhibit clean patterns as shown in Table 3.

The factor loading below .3 are reduce from the model and based on the results only 16 items where accepted and passed the criteria then subjected for rotation and analysis.

After which, the 16 – item construct is then subjected for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The Table 3 shows the pattern matrix using Principal Axis factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loading of items in the three factors are above .4. It can be supported by Filed (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor (Hair et al., 1998).

Table 3

Pattern Matrix Two Factor Model		Factor		
		1	2	
1	I believe that teachers need support and help from parents in teaching students.			
2	I think there is a need to improve my teaching skills and strategies			
3	I believe that lack of interest and motivation of the students has great effect to their learning			
4	I feel that students need more focus on reading and writing.			
5	I think students needs to have limitations in using gadgets.			
6	I believe that quality teaching-learning process should be both from teacher and parent.			
7	I feel that student's attitude towards learning should be prioritized.			
8	I think that food and nutrition of students should be tailored to meet the individual needs of students.			
9	I believe that regular personal development is good to address student learning needs.		.67 3	
10	I think that investing in professional development opportunities for teachers is essential for improving the overall quality of education in schools.			
11	I believe that class sizes need to have individualized attention.		.61 5	
12	I feel that I have sufficient resources in providing quality instruction to my students.		.43 1	
13	I believe I have enough classroom resources		.83 8	
14	I strongly believe that class sizes limit the amount of time spend with each students.			
15	I feel that sufficient access to technology help to effectively teach my students.			
16	I think that class sizes influence the learning needs and progress of each student.	.58 3		
17	I believe that classroom resources provide engaging learning experiences.			
18	I strongly believe that sufficient resources address the individual learning needs.	.50 7		
19	I feel that class sizes impact my ability to provide meaningful feedback to my students.	.55 2		
20	I think that resources create a supportive and inclusive learning environment.	.49 4		
21	I believe that student behavior and discipline can influence the learning environment.	.55 1		

2 2	I think that addressing student behavior and discipline issues is important.	.67 1		
2 3	I find it easy to engage students in the learning process.			
2 4	I feel that addressing behavior and discipline issues is within the scope of my role.	.50 2		
2 5	I believe that addressing behavior and discipline issues is a collaborative effort.	.87 7		
2 6	I think that having a structured classroom environment can help prevent behavioral issues.	.61 0		
2 7	I feel that addressing behavior and discipline issues is an ongoing process.	.57 1		
2 8	I find that behavior and discipline issues are more prevalent in certain groups of students.	.74 6		
2 9	I believe that providing support and resources for students can lead to improved outcomes.	.54 4		
3 0	I think that addressing behavioral issues is essential for an inclusive learning environment.			

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus, can be considered as component of the factor. By using the EFA, the two-factor model of hindering factors to quality teaching-learning process in the new normal with 16 items was developed as shown in Table 4, student behavior and discipline issues, and large class sizes and limited resources,

Final Version of teachers' views on hindering factors to quality teaching-learning process in the new normal. The final version of the instrument, which is the output of this study, is represented in the form provided in Table 4. From 30 items, the analysis suggests several issues on face validity based on factor loading's on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using EFA, hindering factors to quality teaching-learning process in the new normal questionnaire was developed. This tool consists of 16 items which consists of two themes. These three themes were obtained from the qualitative results. A total of two themes were developed which are student behavior and discipline issues with a total of eight items, large class sizes and limited resources with a total of eight items, and lack of basic needs and skills with a total of eight items. The 5 point Likert-scale from 5-strongly agree to 1-strongly disagree is shown below.

Table 4

	TEACHERS' VIEWS ON THE HINDERING FACTORS TO QUALITY TEACHING-LEARNING PROCESS IN THE NEW NORMAL QUESTIONNAIRE
	ITEMS

	Student behavior and discipline issues
1	I believe that regular personal development is good to address student learning needs.
2	I believe that student behavior and discipline can influence the learning environment.
3	I think that addressing student behavior and discipline issues is important.
4	I feel that addressing behavior and discipline issues is within the scope of my role.
5	I believe that addressing behavior and discipline issues is a collaborative effort.
6	I think that having a structured classroom environment can help prevent behavioral issues.
7	I feel that addressing behavior and discipline issues is an ongoing process.
8	I find that behavior and discipline issues are more prevalent in certain groups of students.
	Large class sizes and limited resources
9	I believe that class sizes need to have individualized attention.
10	I feel that I have sufficient resources in providing quality instruction to my students.
11	I believe I have enough classroom resources
12	I think that class sizes influence the learning needs and progress of each student.
13	I strongly believe that sufficient resources address the individual learning needs.
14	I feel that class sizes impact my ability to provide meaningful feedback to my students.
15	I think that resources create a supportive and inclusive learning environment.
16	I believe that providing support and resources for students can lead to improved outcomes.

Legend:

5 – Strongly Agree

4 – Agree

3 – Moderately Agree

2 – Disagree

1 – Strongly Disagree

CONCLUSION

The emerging themes highlight the new normal approaches on quality teaching-learning process which put emphasis on student behavior and discipline issues, and large class sizes and limited resources. The result derived from factor analysis indicates that the hindering factors to quality teaching-learning process in the new normal has three factors that includes student behavior and discipline issues, large class sizes and limited resources, and lack of interest and motivation. Hindering factors to quality teaching-learning process in the new normal with 16 items was develop to measure the hindering factors to quality teaching-learning process in the new normal according to elementary teachers in Magpet west district, Cotabato division.

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