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Learning in Times of New Normal: Students' and Teachers' Perspectives

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Abstract— This study aimed to find out the perspectives of the students and teachers about the new normal education in Southern Palawan. A total of 152 Science Technology Engineering and Mathematics strand students and 21 Senior High School teachers of the same strand were the respondents of this study. Frequency distribution, mean, percentage, Pearson Product- Moment Correlation Coefficient were the statistical tools used. Most of the students were 18 years old, and females; while majority of the teachers were aging 23 to 30 years old, and were also females. Students and teachers perceived blended learning and distance education as learning processes involving several learning platforms both online and offline like radio-based or TV-based instruction, and modular learning; while they perceived home schooling as a process of acquiring education at home with the guidance of a parent or other family members. Students and teachers agreed that the new normal education has quality, efficacy and sustainability. Their demographic profiles did not influence their perspectives about the new normal education.

Keywords— Perspectives; New Normal Education; learning modality; blended learning; distance education; Science, Technology, Engineering, and Mathematics (STEM).

I. INTRODUCTION

The COVID-19 pandemic had created an implausible and tremendous impact to the world; and the field of education is not an exemption. This pandemic reshaped traditional ways and practices in teaching and learning by transforming education in many facets. Schools all over the world became adaptive and embraced the shift to different modalities in order to cater the needs of the learners and provide quality education in times of adversities.

As stated by [1] Montemayor (2020), the delivery of education in the Philippines has greatly changed. Since public and private schools were closed to protect the health of learners and educators, teaching had to be performed remotely with the use of modular and digital platforms.

According to [2] Yes (2021), the Department of Education (DepEd) had developed modular distance learning, a form of learning delivery modality in which learning takes place without physical interaction

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between teachers and learners. Students enrolled in modular distance learning can use self- learning modules (SLM) that are either printed or available in digital format to supplement their studies. Teachers monitor and guide students' progress through e- mail, text messages, instant messaging (chat), or telephone. The Department of Education had also provided other alternatives for modular distance learning. Students can also enroll in the blended learning approach. It combines various learning delivery modalities such as online distance learning, modular distance learning, and television/radio- based instruction to provide a more comprehensive learning strategy.

[3] Canonizado (2021) mentioned that teachers face difficulties under the current normal education system. These problems include difficulty in reaching out all the learners at home, even the teachers are already using different forms of communication. It is therefore quite difficult for them to develop the skills of the learners because the learners remain at home while learning the lessons. Not all parents have the desire and ability to support their children in their studies, some parents lack of the ability to comprehend the details written on the modules.

[4] Winstead (2022) emphasized the advantages and disadvantages of blended learning to educators and students. He noted that some of the advantages of a blended learning model include advanced collaboration tools, increased accessibility, improved communication, upgraded assessment, personal approach to learning and fun to students. However, the disadvantages of blended learning are increased cognitive load, steep learning curve for conservative teachers, and lack of direct supervision.

In adherence to DepEd Order No. 008, series of 2020, public schools in the province of Palawan have implemented the multiple learning modalities to continuously provide learning to Palaweño learners. This research study was pursued to find out the perspectives of students, and educators in the implementation of the new normal education.

II. METHODOLOGY

This study was descriptive-correlational in nature. The descriptive method was employed to determine the profile of the respondents and their perceptions on learning modalities and learning in the new normal. On the other hand, the correlational method was used to establish the relationship of the respondents' profile and their perception towards the quality, efficacy, and sustainability of new normal education.

This research involved 152 Science, Technology, Engineering, and Mathematics strand students and 21 teachers from Bataraza National High School, Brooke's Point National High School, and Governor Alfredo Abueg Sr. National Technology and Vocational Memorial High School from school year 2021-2022. They were selected through random sampling.

Survey questionnaires were used in gathering the data on this study. Questionnaires were constructed in line with the objectives of the study and in accordance with achieving authentic and reliable results. The first part was about the demographic profile of the respondents, the second part was about their perception

towards learning modalities while the third part was about the quality, efficacy, and sustainability of new normal education.

This study used statistical tools such as frequency counts, percentages, mean, and Pearson's Product Moment Correlation Coefficient. These were utilized to carefully analyze the profile of the students and the teachers and their perspectives towards blended learning, distance education, and home schooling as well as the quality, efficacy and sustainability of new normal education.

III. RESULTS AND DISCUSSION

Table 1a: The Demographic Profile of the Science, Technology, Engineering, and Mathematics Students in Southern Palawan in terms of Age

Students' Age	Frequency	Relative Frequency	Rank			
16	7	4.61	4		112	
17	51	33.55	2		867	
18	58	38.16	1		1044	
19	30	19.74	3		570	
20	4	2.63	5		80	
21	0	0.00	8		0	
22	1	0.66	6.5		22	
23	1	0.66	6.5		23	
TOTAL	**152**	**100.00**			2718	
Average Age	**17.88**					

Table 1a shows the profile of the STEM students in terms of age. As shown in the table, 58 or 38% of the students were 18 years old; 51 or 33.55% were 17 years old; 30 or 19.74% were 19 years old; 7 or 4.61% were 16 years old; 4 or 2.63% were 20 years old; and 1 or 0.66% were 22 and 23 years old. The average age of the students was 17.88. This implies that most of the STEM students were 18 years old, which means that they were in the right age for their grade level because the age range for Senior High School students in the Philippines is from 16 to 18 years old.

Table 1b: The Demographic Profile of the Science, Technology, Engineering, and Mathematics Students in Southern Palawan in terms of Gender

Students' Gender	Frequency	Relative Frequency	Rank
Male	39	25.66	2
Female	113	74.34	1
Total	**152**	**100.00**	

Table 1b shows the profile of respondents in terms of gender. Out of 152 respondents, 113 or 74.34% were female; and the remaining 39 (25.66%) were male. This implies that majority of the students were females.

Table 2a: The Demographic Profile of the Science, Technology, Engineering, and Mathematics Teachers in Southern Palawan in terms of Age

Age	Frequency	Relative Frequency	Rank
23-30	10	47.62	1
31-38	3	14.29	3.5
39-46	4	19.05	2
47-54	3	14.29	3.5
55-62	1	4.76	5
Total	**21**	**100.00**	

Table 2a shows the profile of the teachers who handled STEM subjects from grades 11 and 12 in Southern Palawan in terms of age. There were 21 teacher-respondents in this study. It can be seen from the table that 10 or 47.62% of the teachers were aging 23-30 years old, 4 or 19.05% were 39- 46 years old; 3 or 14. 29% were 31- 38, and 47- 54 years old; and 1 or 4.76% was 55-62 years old. This means that majority of the teachers teaching in Science, Technology, Engineering, and Mathematics strand were youth. As defined by the Philippine Statistics Authority (2022), Filipinos who are aging 15- 30 belong to the category of youth.

Table 2b: The Demographic Profile of the Science, Technology, Engineering, and Mathematics Teachers in Southern Palawan in terms of Gender

Gender	Frequency	Relative Frequency	Rank
Male	6	28.57	2
Female	15	71.43	1
Total	**21**	**100.00**	

Table 2b shows the profile of teachers who handled STEM subjects from grades 11 and 12 in Southern Palawan in terms of gender. It can be seen that 15 or 71.43% were female, and 6 or 28.57% were male. This implies that majority of the teachers teaching STEM strand were females.

Table 3a: Perspectives of the STEM Students in Southern Palawan about Blended Learning

A. Blended Learning			
Statements	Frequency	Relative Frequency	Rank
1. Blended learning is a combination of different event-based activities like limited face-to-face classes, live e-learning, or self-paced learning.	128	84.21	1
2. It has been implemented to provide continuity of learning amidst the Covid-19 Pandemic.	100	65.79	3
3. Blended learning uses two or more learning modalities in the forms of online or offline learning and/or limited in-person learning	104	68.42	2

activities.			
4. It includes online learning activities that can be done via google meet, zoom, video conferencing, Facebook messenger, and other online learning platforms.	98	64.47	4
5. Blended learning employs offline learning activities which can be in the form of electronic learning devices such as electronic modules, audio and video learning materials, PowerPoint presentations, and other offline learning apps.	88	57.89	5
6. It has limited in-person activities which are done to both strengthen and supplement learning experiences and address the gap in the learning process that cannot be done virtually, individually, or without the guidance of a teacher.	84	55.26	6
7. It is a self-paced learning that develops the ability of a learner to learn in his/her capacity regardless of the speed and time he/ she spends on the learning process.	80	52.63	7
8. Blended learning involves parents and other family members who could serve as learning guides in the blended learning implementation provided that the limitations are being agreed upon by the teachers, parents, and the learners to maintain the quality and integrity of learning.	71	46.71	9
9. It urges teachers to provide flexible learning options for the learners based on their capacity and ability to learn.	61	40.13	10
10. In order to be effective, blended learning should consider students' different learning needs such as educational gadgets like smartphones, printed modules, audio lessons, tv-based lessons, as well as a safe and conducive learning environment for limited face-to-face classes.	79	51.97	8

Table 3a shows the perception of the students about blended learning. 128 0r 84.21% said that blended learning is a combination of different event-based activities like limited face-to-face classes, live e-learning, or self-paced learning; 104 (68.42%) stated that it uses two or more learning modalities in the forms of online or offline learning and/or limited in-person learning activities; 100 or (65.79%) agreed that it has been implemented to provide continuity of learning amidst the Covid-19 Pandemic; 98 (64.47%) mentioned that it includes online learning activities that can be done via google meet, zoom, video conferencing, Facebook messenger, and other online learning platforms; 88 (57.89%) said that it includes

offline learning activities which can be in the form of electronic learning devices such as electronic modules, audio and video learning materials, PowerPoint presentations, and other offline learning apps; 84 (55.26%) stated that it employs limited in-person activities which are done to both strengthen and supplement learning experiences and address the gap in the learning process that cannot be done virtually, individually, or without the guidance of a teacher; 80 (52.63%) declared that it is a self-paced learning that develops the ability of a learner to learn in his/her capacity regardless of the speed and time he/ she spends on the learning process; 79 (51.97%) emphasized that in order for it to be effective, blended learning should consider students' different learning needs such as educational gadgets like smartphones, printed modules, audio lessons, tv-based lessons, as well as a safe and conducive learning environment for limited face-to-face classes; 71 (46.71%) stated that it involves parents and other family members who could serve as learning guides in its implementation, provided that the limitations are being agreed upon by the teachers, parents, and the learners to maintain the quality and integrity of learning; and 61 (40.13%) who agreed that it urges teachers to provide flexible learning options for the learners based on their capacity and ability to learn. The results imply that most of the students perceived blended learning as a new kind of modality which can be a combination of event-based activities involving different platforms.

Table 3b: Perspectives of the STEM Students in Southern Palawan about Distance Education

B. Distance Learning			
Statements	Frequency	Relative Frequency	Rank
1. Distance education involves several learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning.	121	79.61	1
2. It does not require students to be physically present in school.	95	62.50	5.5
3. Distance education has been widely used and adapted today to provide continuous learning delivery amidst the threat of the global pandemic.	111	73.03	2
4. It has been adapted by public and private schools including states, universities, and colleges in the country via online learning for those in areas with stable internet connectivity and modular learning for those in areas that do not have access to internet.	104	68.42	3.5
5. It includes the use of google meet, zoom, and video conferencing via Facebook Messenger as online learning platforms.	92	60.53	7
6. Distance Education process involves the use of modules, learning videos and audios, and other individual learning materials and activities.	104	68.42	3.5

7. Distance education via modular learning has no teacher around to guide the learners. Modules are designed interactively so the learners can discover learning interestingly at their own pace.	95	62.50	5.5
8. Distance education via Radio-based can supplement learning especially in areas that do not have internet connectivity.	73	48.03	8.5
9. Distance education requires the guidance of parents and other family members to make the learning process produce results.	73	48.03	8.5
10. Distance education requires teachers to visit the learners regularly and assess them accordingly for proper guidance and further learning development.	60	39.47	10

Table 3b shows the perception of the students about distance education. 121 (79.61%) said that distance education involves several learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning; 111 (79.03%) declared that it has been widely used and adapted today to provide continuous learning delivery amidst the threat of the global pandemic; 104 (68.42%) mentioned that it has been adapted by public and private schools including states, universities, and colleges in the country via online learning for those in areas with stable internet connectivity and modular learning for those in areas that do not have access to internet, and it is also a process that involves the use of modules, learning videos and audios, and other individual learning materials and activities; 95 (62.50%) agreed that it does not require students to be physically present in school, and it is via modular learning which signifies that there is no teacher around to guide the learners; 95 (62.50%) stated that it uses modules that are designed interactively so the learners can discover learning interestingly at their own pace both had responses; 92 (60.53%) said that it includes the use of google meet, zoom, and video conferencing via Facebook Messenger as online learning platforms; 73 (48.03%) emphasized that distance education via radio-based can supplement learning especially in areas that do not have internet connectivity, and it requires the guidance of parents and other family members to make the learning process produce results; and 60 (39.47%) agreed that it requires teachers to visit the learners regularly and assess them accordingly for proper guidance and further learning. This implies that the students viewed distance education as an online, offline or modular learning which is used today by learning institutions in order to cater education amidst this global threat.

Table 3c: Perspectives of the STEM Students in Southern Palawan about Home Schooling

C. Home Schooling			
Statements	Frequency	Relative Frequency	Rank
11. Home-schooling is a process of acquiring education at home with the guidance of a parent or other family members.	130	85.53	1

12. Home-schooling is done due to personal or family choice of enrolling a learner in a school that offers education at home especially if there is a mobility restriction due to viral infection.	102	67.11	3
13. Home-schooling can be done in a variety of ways like modular education, online or offline learning, TV-based or radio-based instruction, and/or a combination of different learning modalities called blended learning.	109	71.71	2
14. Home-schooling requires a thorough collaboration between the parents and the assigned teacher to monitor the progress of the learner.	92	60.53	4
15. The assigned teacher in the home-schooling learning modality must regularly home-visit the learner to monitor and properly assess the performance of the learner.	84	55.26	6
16. Parents in the home-schooling learning modality must provide the learner with a study room, other learning resources such as books, dictionaries, encyclopedias, newspapers, educational magazines, smartphones or laptops, and internet connectivity for some research assignments and activities.	86	56.58	5
17. The learner in the home-schooling learning modality must follow his learning schedules to avoid overlapping of activities and works.	75	49.34	8
18. The parents, teacher, and the learner must come up with an agreement on how the learning process in home-schooling could be done well to maintain integrity and quality of education.	78	51.32	7
19. In home schooling, parents and teachers must be observant of the learner's behavior to protect his/her well-being against anxiety and depression.	69	45.39	9
20. The school must provide both parents and learners with series of orientations and consultations on the implementation of home-schooling as a learning modality for guidance and reminders.	63	41.45	10

Table 3c shows the perception of the students about home schooling. 130 (85.53%) stated that home-schooling is a process of acquiring education at home with the guidance of a parent or other family members; 109 (71.71%) mentioned that it can be done in a variety of ways like modular education, online

or offline learning, TV-based or radio-based instruction, and/or a combination of different learning modalities called blended learning; 102 (67.11%) agreed that it has been implemented to provide continuity of learning amidst the Covid-19 Pandemic; 92 (60.53) emphasized that it requires a thorough collaboration between the parents and the assigned teacher to monitor the progress of the learner; 86 (55.26%) said that parents in the home-schooling learning modality must provide the learner with a study room, other learning resources such as books, dictionaries, encyclopedias, newspapers, educational magazines, smartphones or laptops, and internet connectivity for some research assignments and activities; 84 (49.39%) emphasized that the assigned teacher in the home-schooling learning modality must regularly home-visit the learner to monitor and properly assess the performance of the learner; 78 (51.32%) agreed that parents, teacher, and the learner must come up with an agreement on how the learning process in home-schooling could be done well to maintain integrity and quality of education; 75 (49.34%) said that the learner in the home-schooling learning modality must follow his learning schedules to avoid overlapping of activities and works; 69 (45.39%) mentioned that in home schooling, parents and teachers must be observant of the learner's behavior to protect his/her well-being against anxiety and depression; and 63 (41.45%) stated that the school must provide both parents and learners with series of orientations and consultations on the implementation of home- schooling as a learning modality for guidance and reminders. The results imply that home-schooling helped students acquire education even they're not in an actual classroom setting. Home schooling can be done in a variety of ways like modular education, online or offline learning, TV-based or radio-based instruction, and/or a combination of different learning modalities called blended learning.

Table 4a: Perspectives of the STEM Teachers in Southern Palawan about Blended Learning

Statements	Frequency	Relative Frequency	Rank
1. Blended learning is a combination of different event-based activities like limited face-to-face classes, live e-learning, or self-paced learning.	16	76.19	2.5
2. It has been implemented to provide continuity of learning amidst the Covid-19 pandemic.	16	76.19	2.5
3. Blended learning uses two or more learning modalities in the forms of online or offline learning and/or limited in-person learning activities.	18	85.71	1
4. It includes online learning activities that can be done via google meet, zoom, video conferencing, Facebook messenger, and other online learning platforms.	13	61.90	4.5
5. Blended learning employs offline learning activities which can be in the	13	61.90	4.5

form of electronic learning devices such as electronic modules, audio and video learning materials, PowerPoint presentations, and other offline learning apps.			
6. It has limited in-person activities which are done to both strengthen and supplement learning experiences and address the gap in the learning process that cannot be done virtually, individually, or without the guidance of a teacher.	12	57.14	6.5
7. It is a self-paced learning that develops the ability of a learner to learn in his/her capacity regardless of the speed and time he/ she spends on the learning process.	11	52.38	9
8. Blended learning involves parents and other family members who could serve as learning guides in the blended learning implementation provided that the limitations are being agreed upon by the teachers, parents, and the learners to maintain the quality and integrity of learning.	11	52.38	9
9. It urges teachers to provide flexible learning options for the learners based on their capacity and ability to learn.	11	52.38	9
10. In order to be effective, blended learning should consider students' different learning needs such as educational gadgets like smartphones, printed modules, audio lessons, tv-based lessons, as well as a safe and conducive learning environment for limited face-to-face classes.	12	57.14	6.5

Table 4a shows the perception of the teachers about blended learning modality. It can be seen from the table that 18 (85.71%) of the teachers perceived blending learning as uses of two or more learning modalities in the form of online and offline learning and/or limited in-person learning activities; 16 (76.19%) mentioned that it is a combination of different event-based activities like limited face-to-face classes, live e-learning, or self-paced learning, and it has been implemented to provide continuity of learning amidst the Covid-19 pandemic; 13 (61.90%) declared that it includes online learning activities that can be done via google meet, zoom, video conferencing, Facebook messenger, and other online learning platforms, and it employs offline learning activities which can be in the form of electronic learning devices such as electronic modules, audio and video learning materials, PowerPoint presentations, and other offline

learning apps; 12 (57.14%) emphasized that in order for it to be effective, it should consider students' different learning needs such as educational gadgets like smartphones, printed modules, audio lessons, tv-based lessons, as well as a safe and conducive learning environment for limited face-to-face classes; and 11 (52.38) stated that it is a self-paced learning, it involves parents and family members who serve as learning guides, and it urges teachers to provide flexible learning options based on the students' capacity to learn. This implies that blended learning modality was carried out by most of the STEM teachers through the use of two or more learning modalities in the form of online and offline learning and/or limited in-person learning activities.

Table 4b: Perspectives of the STEM Teachers in Southern Palawan about Distance Education

Statements	Frequency	Relative Frequency	Rank
1. Distance education involves several learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning.	19	90.48	1
2. It does not require students to be physically present in school.	17	80.95	3
3. Distance education has been widely used and adapted today to provide continuous learning delivery amidst the threat of the global pandemic.	18	85.71	2
4. It has been adapted by public and private schools including states, universities, and colleges in the country via online learning for those in areas with stable internet connectivity and modular learning for those in areas that do not have access to internet.	14	66.67	4.5
5. It includes the use of google meet, zoom, and video conferencing via Facebook Messenger as online learning platforms.	14	66.67	4.5
6. Distance Education process involves the use of modules, learning videos and audios, and other individual learning materials and activities.	13	61.90	6.5
7. Distance education via modular learning has no teacher around to guide the learners. Modules are designed interactively so the learners can discover learning interestingly at their own pace.	13	61.90	6.5
8. Distance education via Radio-based can supplement learning especially in areas that do not have internet connectivity.	9	42.86	10
9. Distance education requires the guidance of parents and other family	11	52.38	8

members to make the learning process produce results.			
10. Distance education requires teachers to visit the learners regularly and assess them accordingly for proper guidance and further learning development.	10	47.62	9

The 4b shows the perception of the teachers about distance education. It can be seen from the table that 19 (90.48%) of the teachers said that distance education involves several learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning; 18 (85.71%) agreed that it has been widely used and adapted today to provide continuous learning delivery amidst the threat of the global pandemic; 17 (80.95%) emphasized that it does not require students to be physically present in school; 14 (66.67%) agreed that it has been adapted by public and private schools including state universities, and colleges in the country via online learning for those in areas with stable internet connectivity and modular learning for those in areas that do not have access to internet, and it includes the use of google meet, zoom, and video conferencing via Facebook Messenger as online learning platforms; 11 (52.38%) stated that it requires the guidance of parents and other family members to make the learning process produce results; 10 (47.62%) mentioned that it requires teachers to visit the learners regularly and assess them accordingly for proper guidance and further learning development; and 9 (42.86%) said that if it is done through radio-based instruction, it can supplement students' learning especially in areas that do not have internet connectivity. This implies that distance education was carried out primarily by the STEM teachers through the use of several learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning.

Table 4c: Perspectives of the STEM Teachers in Southern Palawan about Home Schooling

Statements	Frequency	Relative Frequency	Rank
1. Home-schooling is a process of acquiring education at home with the guidance of a parent or other family members.	18	85.71	1
2. Home-schooling is done due to personal or family choice of enrolling a learner in a school that offers education at home especially if there is a mobility restriction due to viral infection.	14	66.67	4.5
3. Home-schooling can be done in a variety of ways like modular education, online or offline learning, TV-based or radio-based instruction, and/or a combination of different learning modalities called blended learning.	16	76.19	2
4. Home-schooling requires a thorough collaboration between the parents and	15	71.43	3

the assigned teacher to monitor the progress of the learner.			
5. The assigned teacher in the home-schooling learning modality must regularly home-visit the learner to monitor and properly assess the performance of the learner.	13	61.90	6
6. Parents in the home-schooling learning modality must provide the learner with a study room, other learning resources such as books, dictionaries, encyclopedias, newspapers, educational magazines, smartphones or laptops, and internet connectivity for some research assignments and activities.	14	66.67	4.5
7. The learner in the home-schooling learning modality must follow his learning schedules to avoid overlapping of activities and works.	10	47.62	10
8. The parents, teacher, and the learner must come up with an agreement on how the learning process in home-schooling could be done well to maintain integrity and quality of education.	11	52.38	8
9. In home schooling, parents and teachers must be observant of the learner's behavior to protect his/her well-being against anxiety and depression.	11	52.38	8
10. The school must provide both parents and learners with series of orientations and consultations on the implementation of home schooling as a learning modality for guidance and reminders.	11	52.38	8

Table 4c shows the perception of the teachers about home schooling. It can be seen from the table that 18 (85.71) of the teachers agreed that home schooling is a process of acquiring education at home with the guidance of other family members; 16 (76.9%) stated that it can be done in a variety of ways like modular education, online or offline learning, TV-based or radio-based instruction, and/or a combination of different learning modalities called blended learning; 15 (71.43%) emphasized that it requires a thorough collaboration between the parents and the assigned teacher to monitor the progress of the learner; 14 (66.67%) stated that home-schooling is done due to personal or family choice of enrolling a learner in a school that offers education at home especially if there is a mobility restriction due to viral infection, and parents must provide the learner with a study room, other learning resources such as books, dictionaries, encyclopedias, newspapers, educational magazines, smartphones or laptops, and internet connectivity for some research assignments and activities; 13 (61.90%) agreed that the assigned teacher in the home-

schooling learning modality must regularly home-visit the learner to monitor and properly assess the performance of the learner; 11 (52.38%) stated that the parents, teacher, and the learner must come up with an agreement on how the learning process in home-schooling could be done well to maintain integrity and quality of education, parents and teachers must be observant of the learner's behavior to protect his/her well-being against anxiety and depression, and the school must provide both parents and learners with series of orientations and consultations on the implementation of home schooling as a learning modality for guidance and reminders; and 10 (47.62) mentioned that learners in the home schooling learning modality must follow his learning schedules to avoid overlapping of activities and works. This implies that the teachers had implemented home schooling by allowing students to acquire education at home with the guidance of their family members.

Table 6: Perspectives of the STEM Students about the New Normal Education in terms of Quality, Efficacy, and Sustainability

	A. Quality	**Mean**	**Interpretation**
1.	**The learning materials are relevant to a course of study.**	4.12	Agree
2.	**Subject content is engaging, hands-on, and interactive that allows students to think critically throughout the learning process.**	4.06	Agree
3.	**Learning tasks support the development of higher order thinking skills.**	4.12	Agree
4.	**Assessment is coherent with the enacted curriculum.**	4.03	Agree
5.	**Clear and precise language is used in providing instructions including the deadline of the task and rubric on how it will be graded.**	4.14	Agree
		4.09	**Agree**
	B. Efficacy	Mean	Interpretation
1.	**Ideas presented in the modules are comprehensive enough to be understood by the learners.**	3.81	Agree
2.	**Students can finish all the assigned tasks within the given time frame.**	3.47	Agree
3.	**Evaluation allows students to track their own progress and measure what they have learned.**	3.98	Agree
4.	**Learning materials support mental and physical wellbeing.**	3.84	Agree
5.	**Lessons prepare students in real life setting.**	3.90	Agree
		3.80	**Agree**
	C. Sustainability	**Mean**	**Interpretation**
1.	**There are enough resources to provide all the learning materials needed.**	3.78	Agree
2.	**Teachers are well equipped with knowledge and skills to carry out the different learning modalities.**	3.88	Agree

3. **Parents are prepared and capable of assisting their children at home.**	3.73	Agree	
4. **Students are capable and responsible in directing their own learning.**	3.78	Agree	
5. **Schools have sustainable development program for the new normal education.**	3.91	Agree	
	3.82	**Agree**	
Perception			
A. Quality	4.09	Agree	
B. Efficacy	3.80	Agree	
C. Sustainability	3.82	Agree	
	3.90	**Agree**	

Table 6 shows the perception of the students on the quality, efficacy and sustainability of new normal education. In terms of quality, all statements were rated "agree" by the students such as clear and precise language is used in providing instructions including the deadline of the task and rubric on how it will be graded with a mean of 4.14; the learning materials are relevant to a course of study and learning tasks support the development of higher order thinking skills both with a mean of 4.12; subject content is engaging, hands-on, and interactive that allows students to think critically throughout the learning process with a mean of 4.06; and assessment is coherent with the enacted curriculum with a mean of 4.03. The grand mean of the students' perception on the quality of new normal education was 4.09 which was considered to be "agree." The results imply that majority of the students agreed to the quality of new normal education.

In terms of efficacy, all statements were rated "agree" by the students such as evaluation allows students to track their own progress and measure what they have learned with a mean of 3.99; lessons prepare students in real life setting with a mean of 3.90; learning materials support mental and physical wellbeing with a mean of 3.84; ideas presented in the modules are comprehensive enough to be understood by the learners. with a mean of 3.81; students can finish all the assigned tasks within the given time frame with a mean of 3.47. The grand mean of the students' perception on the efficacy of new normal education was 3.80 which was considered to be "agree." The results imply that majority of the students agreed to the efficacy of new normal education.

In terms of sustainability, all statements were rated "agree" by the students such as schools have sustainable development program for the new normal education with a mean of 3.91; teachers are well equipped with knowledge and skills to carry out the different learning modalities with a mean of 3.88; there are enough resources to provide all the learning materials needed and students are capable and responsible in directing their own learning both with a mean of 3.78; and parents are prepared and capable of assisting their children at home with a mean of 3.73. The grand mean of the students' perception on the sustainability

of new normal education was 3.82 which was considered to be "agree." The results implied that majority of the students agreed to the sustainability of new normal education.

Further, the grand mean for efficacy, quality ang sustainability of new normal education was 3.90 which was considered to be "agree." This implies that students recognized the importance of new normal education in addressing educational needs of the students in times of adversities. Respondents had seen the effectiveness of blended learning, home schooling and distance education as the new trends in education in answering their needs. Moreover, they learned from whatever methods and strategies their schools had imposed in order to give them quality education.

This study supported the study conducted by [5] Gonzales et al. (2020) as they found that confinement of students during the pandemic had significant positive effects on their performance. They attributed these results to students' continuous use of learning strategies which, in turn, improved their learning efficiency. However, it contrasted the result of the study of [6] Tang et al. (2020) where they found out that students were dissatisfied with online learning in general, particularly in the aspect of communication and question-and-answer modes. Nonetheless, the combined model of online teaching with flipped classrooms improved students' attention, academic performance, and course evaluation.

Table 7: Perspectives of the STEM Teachers about the New Normal Education in terms of Quality, Efficacy, and Sustainability

A. Quality	**Mean**	**Interpretation**
The learning materials are relevant to a course of study.	4.57	Strongly Agree
Subject content is engaging, hands-on, and interactive that allows students to think critically throughout the learning process.	4.30	Strongly Agree
Learning tasks support the development of higher order thinking skills.	4.37	Strongly Agree
Assessment is coherent with the enacted curriculum.	4.40	Strongly Agree
Clear and precise language is used in providing instructions including the deadline of the task and rubric on how it will be graded.	4.47	Strongly Agree
	4.42	Strongly Agree
B. Efficacy		
Ideas presented in the modules are comprehensive enough to be understood by the learners.	4.33	Strongly Agree
Students can finish all the assigned tasks within the given time frame.	4.27	Strongly Agree
Evaluation allows students to track their own progress and measure what they have learned.	4.37	Strongly Agree
Learning materials support mental and physical wellbeing.	4.50	Strongly Agree
Lessons prepare students in real life setting.	4.13	Agree

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		4.32	Strongly Agree		
C. Sustainability					
	There are enough resources to provide all the learning materials needed.	4.10		Agree	
	Teachers are well equipped with knowledge and skills to carry out the different learning modalities.	4.27	Strongly Agree		
	Parents are prepared and capable of assisting their children at home.	3.87		Agree	
	Students are capable and responsible in directing their own learning.	3.90		Agree	
	Schools have sustainable development program for the new normal education.	4.47	Strongly Agree		
		4.12		Agree	
Perception			Mean	Interpretation	
A. Quality			4.420952	Strongly Agree	
B. Efficacy			4.318333	Strongly Agree	
C. Sustainability			4.12	Agree	

Table 7 shows the perception of the teachers on the quality, efficacy and sustainability of New Normal Education.

In terms of quality, all statements were rated as "strongly agree" by the teachers such as the learning materials are relevant to a course of study" with mean of (4.57); clear and precise language is used in providing instructions including the deadline of the task and rubric on how it will be graded with a mean of 4.47; assessment is coherent with the enacted curriculum with a mean of 4.40; learning tasks support the development of higher order thinking skills with a mean of 4.37; and subject content is engaging, hands-on and interactive with a mean of (4.30). The grand mean 4.42 implies that majority of the teachers strongly agreed that there is quality in the implementation of New Normal Education.

In terms of efficacy, four form the five statements were rated as "strongly agree" by the teachers such as the learning materials support mental and physical wellbeing of the students with the highest mean of 4.50; evaluation allows students to track their own progress and measure what they have learned with a mean of 4.37; ideas presented in the modules are comprehensive enough to be understood by the learners with a mean of 4.33; and students can finish all the assigned tasks within the given time frame with a mean of 4.27; while they gave a rating of "agree" to the statement, lessons prepares students in real life setting" with the lowest mean of 4.27). The grand mean (4.32) implies that majority of the teachers strongly agreed that implementation of New Normal Education has been very effective as a new system of education.

In terms of sustainability, teachers gave a rating of "strongly agree" to the statements, schools have sustainable development program for the new normal education with the highest mean of 4.47; and

teachers are well equipped with knowledge and skills to carry out the different learning modalities with a mean of 4.27; while they gave a rating of "agree" to the statements, there are enough resources to provide all the learning materials needed with a mean of 4.10; students are capable and responsible in directing their own learning with a mean of 3.90; and parents are prepared and capable of assisting their children at home with a mean of 3.87. The grand mean 4.12 implies that majority of the teachers agree that the new normal education is sustainable.

Table 8: Pearson Moment Correlation Showing Significant Relationship Between the Students' Age and their Perspectives on the Quality, Efficacy, and Sustainability of New Normal Education

Variable	Pearson R	Computed t- value	P- value	Decision
Quality	0.053254524	-0.474009192	0.636800828	H_0: Accept
Efficacy	0.150202184	-1.350345473	0.180761039	H_0: Accept
Sustainability	0.175663999	-1.585997748	0.116734741	H_0: Accept

Testing the significant relationship between the students' age and their perspectives on the quality, efficacy, and sustainability of new normal education, table 1a shows that all the computed p- values are greater than the alpha value, thus the null hypothesis that the there is no significant relationship between the demographic profile of the students in terms of age and their perspectives about the new normal education in terms of quality, efficacy, and sustainability is accepted. This implies that the age of the students did not influence their perspectives about the quality, efficacy, and sustainability of new normal education. However, Simonds & Brock (2014) emphasized that older students had much stronger preference for videos lectures, while younger students tended to prefer more interactive learning strategies.

Table 9: Pearson Moment Correlation Showing Significant Relationship Between the Students' Gender and their Perspectives on the Quality, Efficacy, and Sustainability of New Normal Education

Variable	Pearson R	Computed t- value	P- value	Decision
Quality	0.083419489	-0.74404198	0.45905846	H_0: Accept
Efficacy	0.122679619	1.098699519	0.275236347	H_0: Accept
Sustainability	0.169570181	1.529320178	0.130179551	H_0: Accept

Testing the significant relationship between the students' gender and their perspectives on the quality, efficacy, and sustainability of new normal education, table 1b shows that all the computed p- values are greater than the alpha value, thus the null hypothesis that the there is no significant relationship between the demographic profile of the students in terms of gender and their perspectives about the new normal education in terms of quality, efficacy, and sustainability is accepted. This implies that the gender of the

students did not influence their perspectives about the quality, efficacy, and sustainability of new normal education. It conforms to the statement of [7] Yu (2021) that there were no significant gender differences in the learning satisfaction of online millennial learners. However, [8] Wang (2019) stated that the we need to pay attention to the gender characteristics of quality subjects and changing students' cognition, including their cognition of selves and the opposite gender and teachers' cognition of students' subjectivity; and gender issue should be included in the setting of quality evaluation standards, the degree of attention to gender issue should be taken as an important quality evaluation standard.

Table 10: Pearson Moment Correlation Showing Significant Relationship Between the Teachers' Age and their Perspectives on the Quality, Efficacy, and Sustainability of New Normal Education

Variable	Pearson R	Computed t-value	P- value	Decision
Quality	0.141688255	-0.350601026	0.737868697	H_0: Accept
Efficacy	0.172198625	-0.428195037	0.683453421	H_0: Accept
Sustainability	0.058194746	0.142789426	0.891130956	H_0: Accept

Testing the significant relationship between the teachers' age and their perspectives on the quality, efficacy, and sustainability of new normal education, table 2a shows that all the computed p- values are greater than the alpha value, thus the null hypothesis that the there is no significant relationship between the demographic profile of the teachers in terms of age and their perspectives about the new normal education in terms of quality, efficacy, and sustainability is accepted. This implies that the age of the teachers did not influence their perspectives about the quality, efficacy, and sustainability of new normal education.

Table 11: Pearson Moment Correlation Showing Significant Relationship Between the Teachers' Gender and their Perspectives on the Quality, Efficacy, and Sustainability of New Normal Education

Variable	Pearson R	Computed t- value	P- value	Decision
Quality	0.342594355	0.893237001	0.406129008	H_0: Accept
Efficacy	0.024961029	-0.06116084	0.953217507	H_0: Accept
Sustainability	0.454794027	1.250861772	0.257550495	H_0: Accept

Testing the significant relationship between the teachers' gender and their perspectives on the quality, efficacy, and sustainability of new normal education, table 2b shows that all the computed p- values are greater than the alpha value, thus the null hypothesis that the there is no significant relationship between the demographic profile of the teachers in terms of gender and their perspectives about the new normal education in terms of quality, efficacy, and sustainability is accepted. This implies that the gender of the teachers did not influence their perspectives about the quality, efficacy, and sustainability of new normal education.

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IV. CONCLUSIONS

Students perceived blended learning as a new kind of modality which can be a combination of event-based activities involving different platforms. They viewed distance education as an online, offline or modular learning which is used today by learning institutions in order to cater education amidst this global threat. Home-schooling helped students acquire education even they're not in an actual classroom setting; it can be done in a variety of ways like modular education, online or offline learning, TV-based or radio-based instruction, and/or a combination of different learning modalities called blended learning. Blended learning modality was carried out by most of the STEM teachers through the use of two or more learning modalities in the form of online and offline learning and/or limited in-person learning activities. Distance education was carried out primarily by the STEM teachers through the use of several learning platforms like online or offline education, radio-based or TV-based instruction, and modular learning. Teachers had implemented home schooling by allowing students to acquire education at home with the guidance of their family members. Students recognized the importance of new normal education in addressing their educational needs in times of adversities. They had seen the effectiveness of blended learning, home schooling and distance education as the new trends in education. The students agreed that the new normal education has quality, efficacy, and sustainability. The teachers strongly agreed that the new normal education has quality, and efficacy; and they agreed that it has sustainability. The age and gender of both students and teachers did not influence their perspectives about the quality, efficacy, and sustainability of new normal education.

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