Being A Teacher Of Private Elementary School In The New Normal: A Multiple Case Study

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Abstract: This study utilized a multiple case design to explore the experiences and challenges of being a private elementary school teacher towards new normal in Selargon Learning Academy Incorporated, General Santos City, Philippines, School Year 2020-2021. Five informants were picked to undergo the in-depth interview. I used methodological triangulation to know the multiple perspective of the carefully interviewed informants. They were made to sign informed consents with the assurance of anonymity and confidentiality. The results of the interview were transcribed and translated to produce themes. The following were the themes that emerged: Technology-based Facilitators, Strong Subject of Knowledge, Conquerors, Critical Thinkers, Faced Various Challenges, Adaptable, Flexible, and Great Motivators. The Cross-Case Analysis discussed about the Clustered Themes and Emergent Themes on Insights that a Teacher of Private Elementary Schools in the New Normal could share to their colleagues and the academe in general. The following themes surfaced: Information and Communication Technology Innovation, Victorious Amidst Pandemic, Think Outside the Box, Appreciate the value of Pollyannanism, Collaborate with Parents and Attend Self-Development Trainings and Seminars.

Keywords: Educational management, private school teachers, new normal, education, Philippines

1. INTRODUCTION

“We cannot rewrite the chapters of history already past, but we can learn from them, evolve, and adapt. The new normal may even be a better normal, certainly a different normal.” - Ian Davis

The quotation above explains that we are moving toward a new way of life. This is our opportunity to reimagine and build a better society where we may all work, rest, and play in modern life. We cannot rewrite the chapters of history already past, but we can learn from them. We need to look forward to seeing another side. Unfortunately, Ian Davis’s quotation significantly impacts the experiences and challenges of private elementary school teachers. Adapting to the new normal setting may require patience for the teachers to spend more time and effort managing their students. The above passage significantly impacted the running of private elementary schools in the country and worldwide. The COVID-19 pandemic turned into a global health crisis that touched everyone, regardless of age, gender, or social standing. The world came to a halt, and the economy crumbled as all businesses shut down. Most countries stopped their schools, colleges, and universities to stop the virus from spreading. The crisis was a problem for the health and education sectors and the economy as well. The disruptions were immediate when the Philippine government announced the closure of all educational institutions. As the virus spread, educational institutions began to provide remote learning as an option. The immediate response and approach intended to prevent the school from closing while continuing to provide high-quality education. This case study aimed to discover the private elementary school teachers' challenges and experiences in a new normal education setup. In this study, I focused specifically on exploring the experiences and challenges of private elementary school teachers and how they dealt with them. As a teacher educator, I was curious to learn more about what it took to keep learners educated in the face of the COVID-19 pandemic. Discussion, highlighting the learners' poor living conditions. On the other hand, there was a clear divide between those who could and could not afford to use the new education platform. The general state of learners in public schools delivered a message of inequity to the economy's driving force (Ancheta, 2020; Del Rosario & Galang, 2021). However, learning cannot be stopped entirely, which has resulted in education institutions taking more stringent measures to ensure that their operations continue despite the looming threat. One of the main issues was the conduct of classes, notwithstanding the closure order. The most practical approach was to teach and study online as the face-to-face sessions were canceled due to the virus spreading. Teachers and learners found this platform challenging because it introduced them to something new. In the middle of the pandemic, this necessitated a 'adopt rapidly' reaction to the new normal in teaching and learning (Alea, Fabrea, Roldan & Farooqi, 2020; Tanhueco-Tumapon, 2020). Most countries had temporarily closed their educational institutions to contain the COVID-19 pandemic and prevent infections for nearly two pandemic months. This closure has impacted over 1.2 billion learners globally, including over 28 million in the Philippines. Responses in several nations, such as community lockdown and quarantine, have encouraged learners and teachers to study and work from home, leading to the creation of online learning platforms. However, teachers and learners faced a variety of hazards, issues, and obstacles due to the introduction of online learning, particularly in higher education institutions. There were 10,794 cases in the Philippines as of May 11, 2020, and more than four million cases worldwide. In reaction to these circumstances, educational officials agreed to implement the new academic standard (Crawford, Percy & Kelder, 2020; UNESCO 2020, Worldometer, 2020). Therefore, in this context, I was interested to know the challenges and experiences of private elementary school teachers in the new normal as this can raise concern to the intended beneficiaries of the study and come up with the implication to practice, thus the need to conduct an
investigation. To determine how teachers helped them address the issues that they encountered during this time of the pandemic. Furthermore, this study may aid the school administrators and instructors in implementing measures that would enable them to continue teaching and managing the school in the new normal.

1.1 Purpose of the Study
The purpose of this multiple case study was to explore the experiences and challenges of private elementary school teachers towards the new normal and investigate the challenges encountered in delivering quality education and coping with the challenges. This study examined the affairs of the private elementary school teachers handling learners in a new normal. Moreover, I let the informants of this study relived in their minds the experiences and challenges they had as private elementary school teachers and listened to the stories they would tell. A recorder was extensively used during the in-depth interview and the written comments gathered. Different assertions about the stories they plan to convey were grouped to form themes. These were the shared experiences of the participants. As a result of the in-depth interview, they could recall stories that would be used and recorded. Furthermore, this qualitative case study research aimed to help me better understand the experiences of private elementary school teachers. Similarly, because many people would read this, it would let them reflect on the extraordinary events relevant to the participants’ experiences, encouraging them to understand their own lives better.

1.2 Research Questions
This study sought to answer the following questions:
1. How can teachers of private elementary schools in the new normal be described?
2. How do they cope with the challenges they encountered?
3. What are the participants’ realizations being private elementary school teachers?

1.3 Theoretical Lens
The present research was based on the Grounded Theory by Glaser and Strauss (1969) to determine teachers’ lived experiences in implementing a learning continuity plan in the new normal and to generate the idea based on the findings. The data to create theories and utilize relevant aspects could be discovered in specific social fields. Glasser (1978) outlined the criteria for identifying a good Grounded Theory: it must fit the evidence, explain the events, and predict what might happen. As a result, according to Strauss, when properly used, the methodology meets all of the prerequisites of rigorous scientific study. Also, the study was viewed from the theory of distance education. Reaffirmed the continued need for an idea of distance education by stating that a firmly based approach to distance education can provide the touchstone against which can make financial, educational, and social can be made with confidence. The theory would cease to be an ad hoc response to a set of conditions arising in crises of problem-solving, characteristic of the field of education (Keegan, 1995). Additionally, there are two parts to remote education that may be measured. The provision for two-way communication (dialog) is the first ingredient; some systems or programs provide more two-way communication than others. The second factor is how receptive a program is to the requirements of individual students (structure); some schedules are highly regimented, while others are more responsive to the needs and aspirations of individual students (Moore, 1999).

Moreover, the comprehensive theory is broken into numerous elements, including the previously mentioned premise and the belief that remote education benefits different individual learners who are unable or unable to participate in face-to-face instruction. Learners’ independence and freedom of choice are promoted through distance education. The provision of liberal study possibilities for individual learners and professional/occupational training by distant education benefits society. Distance education is a tool for recurrent and lifelong learning and free and equal access to learning opportunities (Holmberg, 1995). However, educational administrators, teachers, and the public need to know that online distance teaching is a valid and proven instructional method—a body of historical documents the origins and presence of online distance education over a decade ago. Furthermore, administrators and instructors need to know what to expect when planning, administering, and teaching in an online school (Morabito, 1999).

1.4 Significance of the Study
As a result, this study has the potential to contribute to the knowledge based on educational approaches by providing valuable information to the teachers about various techniques and strategies. Furthermore, this research may aid school administrators and instructors in implementing measures that would enable them to continue teaching and managing the school with the new normal. It would evolve to deal with the shift to blended learning. Make the instructional design meaningful, memorable, motivating, and measurable in the end. Homeschooled Students. The findings of this study would show policymakers how education in the new normal differs from face-to-face instruction. This would assist them in addressing the challenges that teachers and learners have faced during the pandemic. Future Researcher. The information cited in the research paper would benefit future researchers who would conduct the topic. The researcher has found no published research describing teachers’ roles in a new normal. Therefore, additional research is required on this research.

1.5 Delimitations and Limitations
The study involved five private elementary school teachers from Selargon Learning Academy Incorporated, particularly in General Santos City. The data were gathered from private elementary school teachers through in-depth interviews. The study depended on the five informants’ ability to describe their experiences and answer the interview questions. The study was based on open-ended questions through one-on-one in-depth interviews. Since there were only five informants for the in-depth interviews, the investigation results may not generalize to other countries and regions. This study was descriptive in its investigation utilizing the private
elementary school teachers employed in Selargon Learning Academy Incorporated employed in for the academic year 2021-2022.

2. METHODOLOGY
This chapter presents the nature of the study, the research design used for presentation, analysis, and interpretation, the philosophical assumptions, the role of the researcher, research participants, the data collection process, and data analysis.

2.1 Research Design
The current study used a qualitative research design, namely a case study, and followed that methodology. Case study research is a qualitative approach in which the researcher explores a real-life, contemporary bounded, or multiple bounded systems over time through detailed, in-depth data collection involving multiple sources of information and reports a case description and case themes through the unit of analysis of either numerous cases or single case (Creswell, 2014; Stake, 1995). Accordingly, a case study is also concerned with studying the human perception of events or phenomena from real-world events. It entails recreating the study participants' experiences and delving further into their thoughts, as well as determining the substance of the experience as reported by the participants through extensive discussions (Campbell, 2011; Creswell, 2007; Giorgi, 2000; Speziale & Carpenter, 2007; Willis, 2011). In this study, aside from knowing the experiences of private school teachers, the researcher tried to investigate these challenges of various reactions to or perceptions of a specific phenomenon where I hoped to gain some insight into the participants. I chose the case study method because it was an efficient way to obtain a clear grasp of human experiences by probing into their thoughts, feelings, and actions to gain insights from them. It depicted the exact elements of the incident and how the subjects in the circumstance viewed them. It was an ideal tool for my research, as I needed to imagine and investigate the actual experiences of private elementary school teachers in the school. A case study describes the significance of multiple people's lived experiences with a concept or occurrence (Hancock, Ockleford, Windridge, 2009; Leonard, 2010). In this study, I used particular approaches such as in-depth interviews and note-taking, paying close attention to details and the relevance of emotional content, which revealed a wide range of human experiences among the participants. In phenomenological research, a research interview aims to describe a participant's experience in detail (Giorgi, 2009).

2.2 Role of the Researcher
I am a private elementary school teacher, and I am willing to do my duty as an educator. Through this lens, I became interested in exploring more about the experiences and challenges of private school teachers in the new normal. As the primary data collection instrument, I had to identify and harmonize my values, perceptions, and personal experience being a private elementary school teacher. In my experience, I was struggling with the delivery of the lessons; it was a big difference in face-to-face teaching; we needed to have vital patience to deliver the class very well and teach students in a limited time (Reynolds, Ding & Li, 2022). Technologies and internet connections are factors that I was also struggling with. Still, I never gave up and ensure that I would create new learning environments for my students to allow education to them to continue amidst this pandemic situation. Our role as a teacher is not easy; solving real-world problems and creating something new or better is much more difficult, but for students to undertake these. Endeavors, they would need to depend on educators to craft problems for them to solve or products for them to create. We teachers must be crafters of real-world problems. As a private elementary school teacher, I was motivated to dig deeper into their experiences and insights. This endeavor explored some challenges and experiences participants faced in their workplaces. This topic ignited my interest since I am a teacher. This study has a personal bearing on me; being a teacher in a private school, I gathered the data by conducting in-depth interviews using the interview guide questions among five informants.

2.3 Research Participants
The primary objective of a qualitative multiple case study is to obtain information by engaging individuals who are involved or affected by the issue under investigation. The appropriate participants should know and experience the studied topic from this perspective. The research participants of this case study were five (5) selected private elementary school teachers, specifically from Selargon Learning Academy Incorporated, General Santos City, for the School Year 2020-2021. The primary goal of this multiple case study was to learn about the experiences and challenges of private school teachers as they faced the transition to the new normal. I took their willingness to participate in the study as evidence that I had gathered enough data for the case analysis. I used purposeful sampling to pick the participants for this investigation. This entailed locating and selecting individuals or groups of individuals who were particularly informed or experienced about a particular topic or interest.

2.4 Data Collection
In qualitative multiple case study research, the meaning structures people employ to organize their experiences and make sense of their surroundings are identified through interviews. The informants often take these structures for granted since they are hidden from direct sight; however, qualitative interview techniques can disclose such meanings. A qualitative research interview is a dialogue whose goal is to collect descriptions of the interviewee's life world by interpreting the importance of the described phenomena. A qualitative research interview aims to study the experiences, views, or beliefs on a specific subject or topic. Compared to data acquired using quantitative approaches such as questionnaires and interviews, qualitative research methods help you better understand societal patterns (Bhasin, 2019; Brinkmann & Kvale, 2018). Furthermore, a rigorous data gathering procedure is essential because it ensures that the data acquired is both defined and correct and the reliability of subsequent decisions based on the results' reasons. The process serves as a benchmark against which to gauge progress and, in some situations, a target for what has to be improved. The three simple proposals will be helpful in this scenario, as he recommended that the three primary phases for
acquiring reliable data are planning, acquisition, and future-proofing. Every study, without a doubt, benefits from careful planning. The goals of a particular study are identified, known, and understood at this stage. When collecting data, it is equally essential for the researcher to have a systematic format for the acquired data, such as questionnaires and guide questions (Denscombe, 2017; Mohajan, 2018). Significantly, data must be future-proof, implying that the collected data must be consistent, private, and secure. I went through the following processes in gathering data for the study: conducting in-depth interviews with study informants and taking notes. I ensured that ethical considerations were adequately observed before conducting in-depth interviews with the study participants. I used the fundamental ethical principles of consent and confidentiality (Arifin, 2018; Goodwin, Mays, Pope, 2020). To ensure ethical and social components of the research endeavors, I evaluated and created protocols while conducting this case study. The researcher obtained permission to complete the Selargon Learning Academy Incorporated survey where the informants work. Following that, letters of invitation to participate in the study were sent to those who had been identified as potential informants. When the informants agreed to the request, the data collection process began. The researcher explained the study's objective to the informants and obtained their consent to record their responses for analysis and interpretation, assuring them that their responses would be kept strictly confidential. The informants were told their position in the study and how they were involved. The researcher had no personal stake in any qualitative personal narratives recorded. The following tactics or undertakings were observed during data collection after approval was obtained and after the guide questions were thoroughly evaluated to guarantee the suitability and validity of the study instrument. First, I assembled the required resources, including the venue and the audio/voice recorder. During the initial encounter with the informants, the location and time were selected, and purposeful observations were made to acquire firsthand information about people and places at the research site. Second, the informants were given a copy of the consent form to sign before the interview. It included the study's objectives, approaches, methodology, confidentiality, advantages, and the researcher's contact information. If questions or clarifications about the purpose arose, the informants were given every opportunity to ask. The consent forms were then retrieved with no further queries or clarifications. A consent form for the participants followed it. According to the document, the agreement is not merely for conducting research but also for becoming a partner and co-researcher with the informants. Third, after the interview process, the researcher transcribed the audio recordings and used member checking as a technique of validation, in which the informants read and confirmed the contents of the interview transcripts and signed them. The data's dependability was signaled by such a validation method. Finally, numerous data sources were used in the case study data collection approach, including interviews, documents, and observations.

2.5 Analysis of Data
In this research study, data analysis entailed summarizing the information gathered and presenting the findings to communicate the most significant aspects. The data were evaluated using a data reduction method, visualization, generating conclusions, and verification (Hancock, Algozzine & Lim, 2021; Mezmir, 2020). Three steps were used in the data analysis. It is called analysis to break down a whole into its constituent parts for individual study. Data analysis takes raw data and turns it into information that users can use to make decisions. Data is collected and examined to answer questions, test hypotheses, or disprove theories (Castleberry & Nolen, 2018; Tracy, 2019). On the other hand, the data is analyzed using interpretive phenomenological analysis (IPA) methodologies. The first interview, the first observation, and the first document accessed in the study all serve as starting points for the research. The first step in an IPA analysis was to immerse oneself in the original data by reading and re-reading participant responses and making notes that reflected the researcher's initial impressions. Step two involved finding and labeling themes that described each portion of the text to reduce the volume of detail in the data. These titles are conceptual and should express something about the fundamental essence of what the text represents. Step three involved searching for connections across identified themes and clustering them into structured pieces that made sense of the original data. During the last step, the researcher looked for patterns across interviews to integrate themes into an inclusive master list to summarize and understand the phenomenon of interest (MacLeod, 2019; Larkin, Shaw & Flowers, 2019).

2.6 Trustworthiness
The degree to which the conclusions of a study are regarded to rebuild and represent the realities given by participants accurately is measured by trustworthiness. The topic of how a researcher may persuade their listeners that the findings of an investigation are worth paying attention to and taking into account is addressed by the concept of trustworthiness. The evaluative criteria used to determine reliability and validity in quantitative research are not very applicable when assessing the reliability of qualitative research. Instead, alternative evaluative phraseology is offered, such as consistency, truth value, and neutrality (Lincoln & Guba, 2013; Yadav, 2021). I looked at the study's four components to see if it was trustworthy: credibility, conformability, transferability, and dependability.

2.7 Ethical Considerations
A primary ethical consideration has distinct implications for this qualitative research. These issues and concerns might come from the methodology involved in this study. The ethical challenges in this research concern were the issues of the proper operation of the study, confidentiality, and anonymity. This study adhered to the RMMC Ethics and Review Committee's ethical norms, particularly when it came to dealing with the population and data, such as, but not limited to: Voluntary Participation, Privacy and confidentiality. Informed consent process, Recruitment, Risks, Benefits, Plagiarism, Fabrication, Falsification, Conflict of Interest (COI), Deceit, Permission from Organization/Location, Authorship.
3. REVIEW OF RELATED LITERATURE
This part covers the literature and readings linked to the study's topic. Books, periodicals, and the internet were used as sources of information. These readings helped me understand the study's impact on other researchers and the community. The various data, perspectives, and resources presented by the multiple researchers aided me in resolving the various concerns surrounding this study.

3.1 The New Normal
The circumstance poses a unique challenge to every educational leader's decision-making process within the new normal. Hence, to sustain the delivery of quality instruction to every school, this article presents opportunities to respond to issues, problems, and trends that will arise in the future due to the COVID-19 pandemic. Physical Distancing and Face Masks are required in public and private schools due to the current COVID-19 pandemic. Physical distancing and face masks are required in public and private schools whenever classes begin. The governments worldwide have issued physical separation laws and guidelines to flatten the epidemic curve (Greenstone and Nigam, 2020; Karalis, 2020; Thunstrom, Newbold, Finnoff, Ashworth & Shogren, 2020). The pandemic ushers in a new normal, in which technology forces new modes of working and learning. It pushes education even further into technologization, a trend that has already begun thanks to commercialism and the dominant market mindset. Many institutions planned to increase their use of technology in the classroom. Changes intended to take months or years have to be implemented in days because of the outbreak of Covid-19. The visible face of the rapid developments in commercial society and schools is digital technologies. Distance learning is a quick fix for school closures, with platforms growing and knowledge reduced to information traded like a product, a phenomenon foretold decades ago (Daniel, 2020; Karalis, 2020; Koopman, 2019).

3.2 Strengthening Online Platforms
Strengthening online learning platforms due to the government's lockdown policy, we are all currently confined to our houses. Learning, on the other hand, must continue. Countries worldwide have used different solutions to continue the education process, including the introduction of distant learning. Online learning platforms include Google, TV broadcasts, guidelines, resources, video lectures, and internet channels. Various learning sectors in the Philippines have suggested numerous innovative initiatives. The Department of Education stressed that this does not imply that teachers and students would continue attending school and learning in traditional classrooms. It applies several methods to guarantee that online learning remains a viable choice in this new learning environment (UNESCO, 2020; DepEd, 2020). Similarly, the new normal will be virtual classrooms in higher education institutions. The Commission on Higher Education recommended that online platforms for blended learning, such as Google Classroom, Messenger, Zoom, Facebook, and YouTube, be strengthened. In addition, both will adopt numerous learning delivery options, including but not limited to face-to-face, blended learning, distance learning, homeschooling, and other delivery modes. However, the implementation would pose such problems as learners with limited internet access, no gadgets, and the poor (CHED, 2020; DepEd, 2020). Moreover, the Philippines has the slowest internet connectivity in Asia. Besides, such challenges would be equity gaps, learners' security and safety, compromised quality of learning, and poor assessment results. Changes in the grading system, assessment, and evaluation of learners' performance will also challenge every administrator.

3.3 Teaching and Learning Modality (Platform)
Lack of training on online platforms for online teaching and learning process and learning assessment is problematic for private school teachers in this new normal. The present COVID-19 pandemic has nearly brought the educational process between teachers and learners to a standstill. Nonetheless, the government worked hard to overcome all the challenges posed by the pandemic and forge ahead to continue learners' learning experiences by providing substantial support in learners' learning modalities and catering to teachers' and learners' basic needs for the teaching and learning process. Different learning modalities presented learners with multiple options for selecting and experiencing the most convenient and available learning modes. Teachers must be given a firm foundation of digital media knowledge and abilities, as well as create new understandings, methodologies, roles, forms of professional development, and attitudes toward technology integration to be equipped for online teaching (Abante, Cruz, Guvarra, Lanada, Macale, Roque & Cabrera 2021; Lawless, 2019).

3.4 Teachers' Emotion and Identity Work During a Pandemic
In the education community, March 2020 will be remembered as the month when practically all of the world's schools closed their doors. Teachers were obliged to promptly shift gears in reaction to the COVID-19 school closings to cater to kids’ and families' needs using synchronous and asynchronous virtual instruction. Teachers reacted almost immediately to being asked to teach in new ways. They have recorded themselves conducting experiments, had Zoom show-and-tell with Kindergarteners, produced resources for kids with limited access to the Internet, and even demonstrated concepts outside of learners' screen doors. Some teachers reported being busier than before the school buildings closed. They were expected to be present and available during office hours during lunch and student groups arriving and leaving throughout the day (Sawchuck & Samuels, 2020; Strauss, 2020; Winthrop, 2020).

3.5 A Range of Teaching Approaches
The COVID-19 epidemic has devastatingly affected all sectors of society, including education. As we approach the post-COVID-19 era's new normal, we must reconsider education in light of new opportunities and difficulties. Furthermore, many educational systems are considering flexible ways of curriculum implementation. The majority of them are feeling the impact of technology. Many institutions are moving toward comprehensive online or mixed learning modalities in instruction in an era of social distancing practice displaying an actual new normal conduct. The complete online modality of the instructional
approach during the post-COVID-19 period can be feasible. For example, more than 180 million children were ordered to remain at home in China, the first epicenter of the virus. However, schooling had to continue during the quarantine period, albeit in a different format. Various online courses and electronic textbooks were implemented (Cahapay, 2020; Patrinos & Shmis, 2020).

3.6 An Online Project-Based learning model improves students' thinking ability in the New Normal

Furthermore, learners must learn online at home in the new normal situation. The strategy used was a literature review. Online learning's advantages and competency development must be evaluated. The ability to think is one of the new average talents that must be acquired. Students' thinking skills can be acquired through face-to-face learning with teachers and peers, unlike before the COVID 19 epidemic. However, there is a need to adopt online learning tactics to boost thinking skills in this new average era. Project-based learning is a teaching style in which students learn through working on long-term projects. Online project-based learning can be done and tailored to the current scenario (Bhatti, Noor, Ghaffari, Nurpitasari, & Oktradiksa, 2021; Triatmojo & Priyadi, 2021).

3.7 Proficiency in Applying Technological Devices

Proficiency in applying technology when implementing online learning. The availability of technological devices without the ability to execute will become an obstacle in teaching and learning activities. Despite the many social media tips on using the press, many teachers still have not mastered it. Based on the study results, 67.6% of teachers are less adept at implementing technology. This is natural because teaching and learning are primarily conducted through face-to-face interactions. Based on the survey, some teachers are implementing offline learning during the COVID-19 pandemic due to various limitations that teachers and students have (Andarwulan, Fajri & Damayanti, 2021; Purwanto, Asbari, Zaharah & Kirilova, 2020).

3.8 Lecturer Readiness for Online Classes and Measuring Online Learning Readiness During Pandemic

Due to the COVID-19 pandemic, most educational institutions worldwide have shifted their teaching and learning processes and put efforts into preparing online distance education to ensure education continues uninterrupted. Some did not face complex tasks or challenges during this process because they had already implemented online or blended learning before the pandemic. The primary requirements for distance or online learning are information and communication technology (ICT) competencies and improved digital infrastructure. In addition, both teachers and students must be adapted to this "abnormal" condition since the Indonesian government has officially applied online learning from March until the end of 2020. However, a quick change to online learning has left students and teachers with insufficient time to prepare (Akmal, Rahmawati, Hendri & Sari, 2021; Junus, Santoso, Putra, Gandhi & Siswantining, 2021).

3.9 Faculty Perceptions of Teaching Online during the COVID-19

To ensure that instructors are effective and prepared in the classroom, it is vital to understand faculty perspectives on online education. Faculty consider online assignments, managing grades, time management, and technical skills in navigating the course management system and basic computer operations essential for online teaching success. Using the technological pedagogical content knowledge model in the same way. Faculty preparedness was assessed using survey data and semi-structured interviews (Houshandi, Rezaei, Hatami & Molaei, 2019; Vang, Martin & Wang, 2020).

3.10 The Transformation of Learning During Covid-19 Pandemic Towards the New Normal Era

To ensure that learning remains effective and efficient, the planned learning transformation process comprises learning technology and media transformation in distance learning and the change of learning designs, models, and evaluations. There are various learning issues in the transition process, including teacher and student technology competencies are still lacking, and learning facilities and internet access are not uniformly distributed. The ability of educators and pupils to grow well is one of the positive effects of the Covid-19 epidemic. Educators and students are "forced" to use accessible learning technology and platforms to teach and learn. Parents participate in their children's home orientation, financial and emotional assistance, monitoring studies, counsel, and material support (Hatif, Krishnamurthy, 2020; Rizvi & Nabi, 2021).

3.11 Perceived Reforms for Teachers

The new K-12 curriculum aims to simplify the topics available to Filipino pupils. It also seeks to improve students' global competitiveness by holding student-centered classes. DepEd wants its students to be equipped for the challenges of the twenty-first century. However, according to their findings, the Philippine K-12 curriculum caters to what they refer to as globalization from below and globalization from above, which they define as a strategy for addressing social inequities that exist in the country. As a result of the teachers' facilitation of what was written, some of the kids' issues have become more real. Teachers and students are expected to communicate with each other under COVID-19, which may remain the case even after Enhanced Community Quarantine (ECQ) (Adarlo & Jackson; 2017; Bongco & David, 2020; Fatuljan and Manhot, 2018; Reimers & Schleicher, 2020).

3.12 Hybrid Classroom and the Effectiveness of Hybrid Learning

The COVID-19 pandemic has struck the world, prompting the enforcement of stay-at-home policies to halt the spread of COVID-19. The COVID-19 pandemic has necessitated social distance due to social distancing, quarantine, and isolation to minimize the spread of the virus. During the COVID-19 pandemic, an online learning system was used. Using information and communication technology to work or learn from home will become the new standard in the future. The hybrid classroom concept reduces the number of persons involved in each activity by shifting
some people to the internet from their homes. The hybrid room has been developed during operating sessions to allow online and physical attendees to communicate. The issues and obstacles that develop during the installation of prototype rooms and the answers and future direction of this work (Sumandiyar, Husain, Sumule, Nanda & Fachruddin, 2021; Triyason, Tassanaviboon & Kanthamanon, 2020).

3.13 Coping with the New Normal Imposed by Covid-19 Pandemic: Lessons for Technology Management and Governance

The transition to virtual learning was necessary for schools and universities to protect the safety of students and employees. Over the last six months, the governments and university administrators have pondered the scope and timing of re-opening. Many believe this online form will become the "new normal," with repercussions for the linked groups. It is a day of reckoning for colleges and universities, and some universities are about to be walking dead," said New York University professor Scott Galloway. Regardless of the effect of the changed educational model on universities and their related economies, one fundamental question is whether online learning is truly beneficial to students. Anecdotal evidence from colleagues and students suggests that online learning does not provide a balanced learning experience (Chapados, 2020; Kelloway, Arnold & Myrick, 2020; Roos & Tomfohr-Madsen, 2020).

Counseling Challenges in the New Normal: Inputs for Quality Guidance and Counseling Program

Schools must adjust to the fact that there will be no face-to-face classes until a vaccine is available, and learning must continue in other ways. Online learning is the essential means of instruction in the Philippines, with many private schools adopting it. The Department of Education established necessary learning competencies for 2020-2021 and prepared a learning continuity strategy. Because education is holistic, students' mental and emotional well-being must be given significant consideration. To address the many problems of students, counseling and strong support for their wellbeing are required. However, in an online context, guidance counselors face numerous issues in delivering counseling to students. They are unsure if they are genuinely present with the students. Potential mental and emotional health difficulties have been identified, and preparations have been taken to make guidance and counseling services more reliable, even though they are delivered via the internet (Ahmed & Firdous, 2020; Arrieta & Valeria, 2021).

3.14 Different Perspectives of the New Normal After Covid-19

Scholars from several professions have given their thoughts on the "new normal" following COVID-19. To avert a recurrence of the pandemic, experts from healthcare service organizations stressed that everyone should establish preventative healthcare strategies, such as better personal hygiene, managing social distance, and wearing masks in public places. Returning to a "new normal" classroom in the education community would not be an easy undertaking, and it would entail far more than providing technology to all students. While there are various viewpoints on the "new normal" in the literature, few studies have focused on K-12 teachers' perspectives. Understanding K-12 teachers' views of the "new normal" are crucial to being better prepared for it (Abayadeera, 2020; Ingrassia, Capogna, Díaz-Navarro, Szyld, Tomola, & Leon-Castelao, 2020; Morales, 2020).

3.15 Benefits of Education Social Networks in the New Normal

As we call them, Education Social Networks (ESNs) are considered all the online modalities, platforms, and apps that harness the online engagement of a large audience or population and are easily transformed on other types of social media. These ESNs provide new chances for students to learn and discuss topics with their peers and serve as a resource for future learning and growth. ESNs are increasingly gravitating toward open-access platforms. Many of these have now been uploaded to YouTube and are available. The pandemic, which has expanded to 210 nations, has negatively influenced all aspects of life, including schooling. As a result, many colleges began offering distance learning (DL) or e-learning programs within weeks of the virus spread and the imposition of social separation or lockdown. The availability of simple access to ESN has closed the infrastructure gap and made a difference in how the faculty handles the e-class (Budi, Ludjen, Aula, Prathaama, Maulan, Siswoyo & Prihantono, 2020; Chow, Tan, Henry, Kanne, Sekhar, 2020; Mpaata, 2017).

3.16 Navigating the New Normal Learning Environment in the New Normal

COVID-19 has created havoc on our social lives, particularly in schooling. As a result, several forms of online learning management systems have emerged, reflecting teachers' efforts to redefine education duties in the face of the global crisis. Using a case study approach, this study looked at two aspects of a school's initial virtual learning environment implementation: first, the conditions that created, facilitated, and enhanced the prospects for learning; and second, how teachers addressed problems and opportunities in teaching in the new normal using digital mediated instruction. Following this investigation, the researchers theorized them as engaged social players and co-constructors in the higher education landscape. (Murugiah & Yen, 2019; Romerosa, Lucata & Rivera, 2022).

3.17 Teaching and Learning Transformation in the Time of Corona Virus Crisis

Due to the onslaught of the current epidemic, Covid19, the education environment altered virtually overnight from in-person to online. As educators, we are responsible for creating an online teaching environment that is as equal as feasible to its face-to-face counterpart, one that is free of the idea that online classes and programs are inferior. We propose that a "gold standard" for online courses be established, which may be used as a baseline for fully or partially online studies. There are ramifications for further research into how we deliver higher education online courses. Because of the rising reliance on online platforms for course management and video conferencing, these
systems must be frictionless and inclusive (Akbulut & Matta, 2020; Barnett, 2022, Dick, 2020).

3.18 Online Teaching During Covid-19 School Closure

Teachers have been forced to shift to online teaching due to the COVID-19 epidemic, which has caused unprecedented challenges. Through March 2020, a typical school day consisted of pupils arriving in classrooms according to their schedules and professors covering the standard curriculum of their disciplines, often through formal lectures. Students were expected to pay attention to their professors, work independently or in groups, and primarily repeat knowledge in exams. ICT use, on the other hand, was restricted. The only option to keep teaching and to learn continuing was through alternative education. Teachers had to adjust to online teaching, solve difficulties, and implement new education and learning approaches; various digital tools and resources were required. Teachers were required to communicate with their students, and their instruction aimed to account for their learning groups’ social integration (Gewerkschaft, Erziehung & Wissenschaft, 2020; Huber & Helm, 2020; Eickelmann & Gerick, 2020). The review of related literature above concludes with a summary of the literature and its implications. This consists of one paragraph, which discusses, in brief, how similar or different the previously read and included works of literature are to the current study. Teachers must be supplied with a firm foundation of digital media knowledge and abilities and new understandings, techniques, roles, forms of professional development, and attitudes toward technology integration to be ready for online teaching. It does not necessarily imply that professors and students would attend schools and learn in classrooms, but it does mean that they will create numerous modalities to ensure that online learning is an option among many in this new learning environment.

4. RESULTS

This qualitative multiple case study aimed to gather information from the private elementary school teachers based on their experiences and challenges in teaching students in the new normal. This study also presents the interview results of five cases. A pseudonym guided each informant to provide anonymity and privacy for the chosen cases. I opted to have a name code based on the popular teacher characters in video games because nearly everyone in the developed world will attend school at some point in their lives, and teachers help shape the very fabric of society. Some teachers are overly-strict and enforce the rules without waver; others are well-meaning hippies who reject routine and repetition. Some teachers treat their students with apathy; others show too much attention. A great teacher will lead by examples and find creative ways to motivate their learners, but this is not necessarily a list of good individuals at their jobs. Bad teachers can be just as memorable or significant as good teachers, so they will be considered for this video game's characters. The focus of this study dealt with private elementary school teachers. Case 1 Emiri Kanou is a beautiful young teacher from the video game series "Persona 3". Case 2 is Hideo Shimazu, a disciplined karate master from the "Rival Schools" game series; Hideo is awkward in most social situations. Case 3 is Opalneria Rain, a rigorous and realistic teacher in her class in a wizard school. Also, Case 4 is Quistis Trepe, a prevalent character from the "Final Fantasy" series; Quistis is the youngest school teacher. She is introverted and distant. Case 5 is Raine Sage, a teacher name who does her best to save people but has a hard time when it comes to trusting people. There were three research questions and a sub-questions guiding the in-depth interview. The first question was: How can teachers of private elementary schools in the new normal be described? The second question was: How do they cope with the challenges they encountered? The third question was: What are the participants’ realization being a private elementary school teachers? As sub-questions, teachers in the private elementary school describe their experiences and challenges in teaching students in the new normal? The interview process was well documented and audio-recorded. I assured each of the five informants of confidentiality and non-disclosure. As a result, there was a consistency in the revelations from five cases in the study. The five informants involved in the case study were Emiri Kanou, Hideo Shimazu, Opalneria Rain, Quistis Trepe, and Rain Sage (all pseudonyms). The following chapters present a detailed description of the five cases.

Case 1 - Emiri Kanou

For eight years, Emiri (not her real name) has been an acting headteacher. She is handling Kinder 1 and Kinder 2 pupils. A teacher who offers her best service to the pupils and creates effective strategies in learning to ensure her pupils will be able to understand.

How can teachers of private elementary schools in the new normal be described?

When Emiri was asked, she answered:

_In the new normal, a teacher in private elementary schools is described as an internet and technology-based learning facilitator._

When Emiri was asked how teachers in the private elementary school described their experiences and challenges in teaching students in the new normal? She straightforwardly responded:

_For me, it's tough and challenging because the classroom setting is different from the face-to-face one in the previous year. As a teacher, it is also challenging for me to handle my students, especially in kindergarten. If I am relying only on the lessons in the modules, it is not the same approach that I’m going to use, as I am experiencing right now in my classes, it’s a little bit difficult. Aside from this, the skills in using an online platform like google meet, zoom, and other social media platforms to have an online class. If teachers are not familiar with this platform, it is tough if we are not aware. We must analyze the steps and normal everything._

When Emiri was asked what challenges did you encounter in teaching students in the new normal setting, she answered:
In teaching my students, I rely only on the modules given by the school, and aside from this, I am sometimes struggling with the internet connection, and some students have difficulties with it. Compared to face-to-face teaching, you can elaborate your lessons very well to the students, whereas in Online Education, it’s a little bit hard, and some students do not understand the lessons.

Emiri was asked what coping mechanisms or interventions she applied to those challenges encountered? She responded:

One of the coping mechanisms that I’ve been applying is using online platforms like google meet/zoom application to make my students feel that they are in the classroom setting. For the intervention, I always find effective ways or teaching strategies to help my students understand the lesson and help them adapt to suit their needs in the new normal setting.

Emiri was asked how do you feel about them? Do these change your perception? Her response was:

I’ve been adjusting to this new setup; I need to cope with the latest technologies and use online platforms. The time I consume in teaching is minimal; I cannot extend the extra time for my activities compared to face-to-face Education in the past years. As a teacher, it does not change my perception because, for me, a teacher must do the tasks given to them. A teacher's responsibility is to impart knowledge and ensure the students are participating and learning through the lessons and activities I have given.

When Emiri was asked, how does new normal affect your personally as a teacher? She responded:

Personally, it has had an impact on me as a teacher. It tests my patience and understanding with my students to this new way of class discussion. The recent normal changed many things, like how I teach and communicate with my students. Need a lot of adjustments and embracing the latest online platforms by using modern technology in teaching that would establish connections and interaction of the students and teachers at different levels toward a rich learning environment.

When Emiri was asked, how does handling students in the new normal affect your professional life?

It limits how the way I teach and my interaction with my students are affected because there is no face-to-face interaction. It affects my professional life as a teacher because I cannot offer enough knowledge to better my students’ learning.

When Emiri asked how does handling students in the new normal affect her teaching approach? She answered:

I can apply many teaching strategies that I can freely give to my students and explain anything the lesson is about compared to the face-to-face class. I can discuss my lessons properly, wherein I will be able to use videos, some application tools, and websites to provide much Information that my students need. Sometimes the internet connection is one of the main problems because some parts of the lessons cannot be applied in an online class.

When Emiri was asked, how do new normal affect your relationship with students, parents, co-teachers, and colleagues? Why do you say so? She answered:

My relationship with my students is not the same as face-to-face interaction. Less interaction and I cannot directly monitor them during activities. In a face-to-face class, I can easily explain everything about the lesson. There is no time limitation; unlike in the new normal, the internet connection is sometimes the problem; I'm always struggling in giving my lessons. For the parents, it’s just like just no proper interaction happened”. When it comes to my co-teachers and my colleagues, we interact/sometimes communicate by using an online platform like Facebook, Messenger, or Google Meet if we have an online class. We meet every day and talk about everything.

When Emiri was asked, how do you find your performance being a teacher in the new normal? Is it frustrating? Or Satisfying? She responded:

It is very satisfying because I tried my best to teach my students, and I also wanted to teach them everything I could despite the many challenges I encountered. Frustrating for me because I want to give back to my students, I want to motivate them and ensure that they learn more about the lessons, but I feel hopeless because of the challenges. I’m relying only on the modules that serve as my guide in teaching, and it does not meet my expectation of being a teacher.

When Emiri was asked, about her realizations being a teacher in a private elementary school in the new normal setting? She replied:

I realize that in this new normal setting, a teacher must teach children no matter what challenges have encountered as long as we consider ourselves educators who teach children with passion, integrity, love, and understanding. We need to have a long patience and understanding in everything we do. To my students, I would tell them never to give up and continue to achieve their goals in life.

Case 2 - Hideo Shimazu

Hideo Shimazu (not her real name) is a private elementary school teacher for eight years. She is handling grade 5 pupils. For her, a teacher is devoted, selfless and hardworking. She said that in everything you do, you must put your heart into it. “Bilang isang guro, malaking bahagi sa isip at puso mo na ang iyong mga mag-aaral, responsibilidad nating mabigyan sila ng dekalidad na edakasyon sa pag-abot ng kanilang mga pangarap.”

How can teachers of private elementary schools in the new normal be described?

When Hideo was asked, she answered:

Private and public elementary school teachers have the same duties to teach students. We all know that the new
normal shocks everyone, especially our teachers, students, and parents. It described the teachers as flexible, passionate, and understanding to meet the demands of our learners.

When Hideo was asked how teachers in the private elementary school described their experiences and challenges in teaching students in the new normal? She straightforwardly responded:

**This new normal learning scheme teaches me not to remain in my comfort zone. It awakens me to think outside the box to innovate, be flexible and be resourceful in imparting my knowledge to my learners.**

When Hideo was asked what challenges did you encounter in teaching students in the new normal setting, she answered:

*In teaching, I rely only on the modules. Aside from this the problem with internet connection. I can elaborate and teach my students very well compared to face-to-face teaching. In the new normal setup of Education, it's tough for me to introduce myself because there is no direct interaction with the students, and the time is minimal.***

When Hideo was asked what coping mechanisms and/or interventions he applied to those challenges encountered? she responded:

*I corporate online platforms and tools to perform my strategies in teaching my lessons to meet the needs of my students. In my case, we met virtually once a week; then, I learned to use one of the online platforms like Google meet, Zoom, Gmail, and Youtube to look for educational videos as an additional tool for learning.*

When Hideo was asked how do you feel about them? Did these change your perception? Her response was:

*For me, yes. "It shocks everyone because there is no face-to-face learning scheme. As months go by, the reality of the new normal will become different. As teachers, we must go in the flow and embrace the change. It changed my perception as a teacher; we need to think one or more steps ahead to continue the goal of teaching despite the pandemic situation. We must find another way to help the students learn."*

When Hideo was asked how did handling students in the new normal affect your professional life? She responded:

*It teaches me to go out of my comfort zone and explore new things. Training in this pandemic is not all about the teachers performing well, but it is all about the aim to impart knowledge to the students, how to reach out, and ensuring that the students will learn even though there is no face-to-face setup class.*

When Hideo was also asked, how did handling students in the new normal affect your professional life? She responded:

*In my professional life, It is a sad truth that children nowadays fail to enjoy things that we experienced before. Sad truth because there is no face-to-face interaction between teachers and students because of the pandemic. As a teacher, it affects my everything to become more passionate, have patience, and adjust to new situations that we don't know what will happen next in the next school year.*

When Hideo was asked, how did handling students in the new normal affect your teaching approach? She answered:

*The face-to-face setup is more on the performance level of teaching the concepts. We, teachers, have different styles and approaches when teaching the lesson, but in this new normal setup of learning, it affects me not ok for alternatives to catch my students’ attention and willingness to learn. Also, in this new normal, I cannot directly get my students’ attention if they have one to clarify the lesson because I cannot see them personally but in online class only.*

When Hideo was asked, how did handling learning in the new normal affect your handling of students, parents, peer teachers, and colleagues? Why do you say so? She then answered:

*The closeness and interaction are affected; the interaction was different because we relied only on online class discussion, not just the face-to-face setup they felt in the classroom. The poor internet connection is one of the main problems and modern technologies because some students don’t have a stable internet connection, and some don’t have gadgets. We cannot appropriately interact with each other. I must say that It would be different; I need to put so much effort into addressing the problem. I need to build a better interaction with the parents through social media platforms. I want to build a strong relationship with the parents so that It will be comfortable for them to ask questions and make them observe the progress of their children. The parents must have a duty to follow up on the learnings of their children and have the patience to instruct and assists them. To my co-teachers, it creates bonding, strengthens socialization, and gives enough time to relax and communicate for the betterment of our learners.*

When Hideo was asked how did you find your teaching performance being a teacher in the new normal? Was it frustrating? Or Satisfying? she responded:

*Both Frustrating and Satisfying. Frustrating because the situation was initially new for me, I was not familiar with the further tasks and approaches to be used online. Satisfying for me, even though the covid-19 thrives on hindering the teachers and the students from learning things, at least we can survive different learning scheme.*

When Hideo was asked what were your realizations being a teacher in a private elementary school in the new normal setting? She replied:

*I realize that "We teachers should not be called a teacher only. Being a teacher is not easy; we should be proud of our profession; even when we experience difficulties..."*

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because of the pandemic, we need to help each other for the sake of our learners.

**Case 3 - Opalneria Rain**

Opalneria Rain (not her real name) has been a private elementary school teacher for six years. She is handling grade 1 and grade 2 pupils. She is also a Filipino teacher who inspires her students to learn more about the importance of understanding the native language as Filipino citizens and encourages them to read Filipino literature.

**How can teachers of private elementary schools in the new normal be described?**

When Opalneria was asked, she answered:

In the new normal, a teacher in a private elementary school is described as a "Paper," a paper willing to take challenges and impart knowledge to students, ready to meet problems in the new manner of teaching.

When Opalneria was asked how teachers in the private elementary school described their experiences and challenges in teaching students in the new normal? She straightforwardly responded:

It isn't easy and challenging for me. It isn't easy since I need to acclimate to the new teaching setup. As a teacher, it's challenging to figure out how to teach and manage students online while using various ways to impart and exchange knowledge.

When Opalneria was asked what coping mechanisms and/or interventions you applied to those challenges encountered? She responded:

First lack of knowledge in using modern technologies. The second is the struggle with internet connection. This is a common problem nowadays in a new normal because we teachers teach online. Third, the handling of the performance/behavior of the students and how we can impart knowledge and skills in this new normal setup.

Opalneria was asked what coping mechanisms and/or interventions applied to those challenges? She responded:

Utilizing modern technologies, I used my mobile device as an alternative to learning and my laptop to present my lesson through PowerPoint. When it comes to the stable internet connection, I'll make sure that it has loaded with data as a backup just in case there will be a problem if I am starting my online class. In handling different behaviors with my students, I will make them behave by calling their names to answer my questions and if that so they can participate in my discussion.

Opalneria was asked how did you feel about them? Did these change your perception? Her response was:

When it comes to teaching, I believe there are several tactics that we should employ. First and foremost, we require a stable internet connection to ensure the lesson is presentable. Second, I thought we had many obligations, such as computing their grades and explaining the module’s lesson. My perspective has shifted because of my difficulties in this new normal Education.

When Opalneria was asked how did the new normal impact you personally as a teacher? She responded:

The new normal has/had a personal impact on me as a teacher in that even though we are teachers, we are not exempted from the rules and regulations that have occurred in our institution. In particular, many private elementary school teachers in our country are out of work due to the pandemic. Some have been laid off due to a lack of student enrollees in the school and the institution's inability to provide adequate salaries to the teachers.

When Opalneria was also asked, how did handling students in the new normal affect your professional life? She answered:

This new teaching setting enables me to be inventive, innovative, and patient. A solid internet connection is required, just as it is in online instruction. We must exercise patience because a poor internet connection can disrupt our online teaching; we must develop a backup plan if this occurs at any time.

When Opalneria was asked how did handling students in the new normal affect your teaching approach? She answered:

Before, we solved the classroom problem as a class, but now we do so individually. It's tough for me to manage my pupils because we don't have face-to-face interaction, and we can't see and watch them every day to notice their conduct and correct responses to the modules. I used techniques tailored to my students' needs.

When Opalneria was asked how did the new normal affect your relationship with students, parents, co-teachers, and colleagues? Why do you say so? She answered:

My students used to spend a lot of time bonding with one another, taking selfies, telling tales, and so on, but many things have changed since the pandemic. They are no longer permitted to go outdoors, engage with one another, share their stories, or play. Because of their hectic work schedules, I’ve seen that several parents don’t have enough time to assist their children in answering modules. Sometimes the modules aren’t finished answering, and the kids have to rely on their parents. Parents must have a great deal of patience and understanding. My co-teachers and I have a special relationship in comparison to face-to-face engagement. We, teachers, communicate ideas readily and how to address difficulties that arise during class during face-to-face class interaction; we join every lunch break and have a lot of enjoyable moments during leisure time. We met once a week in this new normal and focused solely on our module-making activities.

When Opalneria was asked how did you find your performance being a teacher in the new normal? Was it frustrating? Or Satisfying? She responded:
Both are satisfying yet frustrating. It's helping me because I can convey my lessons adequately to my pupils despite my internet connection problems. It's also gratifying because I can put my new ideas to good use in teaching my students. It's frustrating for me if the offered duties aren't correctly presented, such as when producing a PowerPoint presentation. I'm also annoyed by slow internet connections and a lack of information about how to use gadgets. I have no idea how to resolve this issue, and I always rely on the soft copy provided by my principal.

When Opalneria was asked, what were your realizations of being a private elementary school teacher in the new normal setting? She replied:

Compared to government teachers, who have set wages and full perks, I understood it is challenging for me. This new normal disproportionately affects teachers in private schools; most are laid off due to a lack of enrollment, low pay, and no benefits. Despite being a private school teacher, I also recognize that I am incredibly fortunate and content.

Case 4 - Quistis Trepe
Quistis Trepe (not her real name) has been a private elementary school teacher for three years. She is handling grade 1 and grade 3 pupils. She is also an English teacher who said that Education is not filling a pail but the lighting of a fire. They will not forget what you said but remember how you made them feel. Students can study and flourish in different ways and on additional days. Students can learn and prosper in different ways and on other days.

**How can teachers of private elementary schools in the new normal be described?**

When Quistis was asked, she answered:

*Teachers in private elementary schools are described as "active and engaged members of the society." We teachers should cultivate learners' motivation and act as innovators of change.*

When Quistis was asked how did teachers in the private elementary school described their experiences and challenges in teaching students in the new normal? She straightforwardly responded:

*Teachers in private schools and teachers in government schools face challenges. One of the obstacles we have is a lack of information about using technology, a lack of teaching experience, particularly with digital materials, difficulties communicating with parents, and changing to a new manner of teaching.*

When Quistis was asked what challenges did you encounter in teaching students in the new normal setting, she answered:

*For the time being, the problems I have as a private school teacher include a lack of expertise with internet tools. Second, there is a lack of contact between the students and the teachers because of the weak connection.*

Third, students drop out at a high rate in various schools and low enrollment.

Quistis was asked what coping mechanisms and/or interventions did you apply to those challenges encountered? She responded:

*As teachers, we should attend various training and seminars linked to using technologies and digital resources. We should establish an action plan in school that will be carried out to plan an intervention in the challenges we face inside the school.*

Quistis was asked how did you feel about them? Did these change your perception? Her response was:

*I was sorry and dissatisfied because I knew that the teachers and the students were affected by this new normal. As capable teachers, we should consider many approaches, strategies, and methodologies in teaching in this new normal. It does not alter my viewpoint since, as teachers, we must have patience, strong motivation, and the ability to adjust our behavior in this situation. Be imaginative and innovative to continue students' learning.*

When Quistis was asked, how did the new normal impact you personally as a teacher? She responded:

*It's terrible to witness some children becoming irritated and unable to study correctly due to this new normal setup during this pandemic. Still, as 21st-century teachers, we should consider many approaches, strategies, and methodologies in teaching in this new normal. As capable teachers, we should consider many approaches, strategies, and methodologies in teaching in this new normal. It does not alter my viewpoint since, as teachers, we must have patience, strong motivation, and the ability to adjust our behavior in this situation. Be imaginative and innovative to continue students' learning.*

When Quistis was also asked, how did handling students in the new normal affect your professional life? She answered:

*It's difficult to adjust to the new normal during a pandemic, but teachers must be proactive, innovative, and inventive. To teach our students, we need to investigate various topics, work Harder, and boost our self-esteem. We need the patience to develop a new teaching method to assist our kids in learning.*

When Quistis was asked, how did handling students in the new normal affect your teaching approach? She answered:

*Schools that provide online training to students, teachers, and staff will pose a significant threat to today's private school education. It impacts how individuals connect because we know pupils learn best when they are at ease. Students believe that the lessons teachers give are not adequately presented when they are anxious and uncomfortable. As a teacher, I put in too much effort and am too flexible to reach out to my students, to keep them informed about the lessons and what instructions I must give them to understand them.*
When Quistis was asked how did the new normal affects your relationship with students, parents, co-teachers, and colleagues? Why do you say so? She answered:

In contrast, we can see our students in person in a face-to-face setting and readily contact them. With this new normal, I must say that it is a significant change because we only see them in online instruction via Google Meet or Messenger. As parents, I've noticed that some parents do not put forth much effort in completing their children's tasks, others are preoccupied with work, and others are uninterested. We teachers must remind them that it is their responsibility to put in extra effort and time to aid their children because we need them to assist us in educating them by giving instructions and developing motivation. They must be accountable and informed at all times. My co-teachers and I meet online to plan and create effective strategies to help our learners.

When Quistis was asked, how did you find your performance being a teacher in the new normal? Is it frustrating? Or Satisfying? She responded:

It's frustrating for me since teachers and students struggle to adjust to the new routine. We Teachers must be upbeat and cheerful, always looking for the silver lining. Despite the difficult circumstances, I was also pleased to see my students strive their most challenging experience to learn and participate in online activities.

When Quistis was asked, what were your realizations of being a teacher in a private elementary school in the new normal setting? She replied:

My realizations as a teacher in a private elementary school in this new normal setting are that no matter what problems or challenges we face, we must be an excellent example of a change educator and remain committed to imparting knowledge and skills to our students because our students are our future hope.

Case 5 - Rain Sage

Raine Sage (not her real name) has been a private elementary school teacher for three years. She is handling grade 1 and grade 2 pupils. She is also a Mathematics teacher for grade 5 and grade 6 pupils. For her, Mathematics is not about numbers, equations, computations, or algorithms but understanding.

How can teachers of private elementary schools in the new normal be described?

When Raine was asked, she answered:

For me, a teacher at a private elementary school in the new normal was described as "Flexible." It is flexible because teachers are more resourceful, employing a variety of teaching styles and becoming more familiar with new technology they may use in the classroom in this new normal.

When Raine was asked, how did teachers in the private elementary school describe their experiences and challenges in teaching students in the new normal? She straightforwardly responded:

In a new normal setting of Education, I describe it as “more challenging” because there is no face-to-face interaction, and only through online teaching can a teacher interact with the students. Challenging in a part of me being a teacher for giving my lessons primarily online that I am struggling in internet connection. Aside from this, is the parents, the parents are not aware of this new normal setting. They are always complaining about the modules and the instructions given by the teachers.

When Raine was asked what challenges did you encounter in teaching students in the new normal setting, she answered:

One of the difficulties I've encountered is a lack of communication between my students. Because of my private school modular approach, it is somewhat difficult for me to give courses, even though we online classes. Some of the content was not well presented, and some of my learners didn’t comprehend the other portions of the lessons. As a teacher, I took the initiative and was resourceful by sending them videos, PowerPoint presentations, pdf files, and applications to ensure they would use them in their learning. Also, I’m having trouble with parent feedback because most of the time, the parents ask more questions, and some parents don’t have an internet connection.

Raine was asked what coping mechanisms and/or interventions did you apply to those challenges encountered? She responded:

One of my coping mechanisms was to develop more effective ways to communicate and interact with my learners. To do so, I used my computer abilities to learn how to use and manage online platforms such as Google Meet/Zoom. Second, I have patience, which is a trait that any teacher should have. We’re all aware that some students have distinct personalities and conduct. If we rely on modules, we won't be able to decide on one of them. The best method is to use rules every time I have an online class. One benefit of the regulations I’ve imposed is that I can see who participates in my lessons among my learners.

Raine was asked how did you feel about them? Did these change your perception? Her response was:

With sadness and a slight disappointment, I learned that there is a significant difference between teaching a subject face-to-face vs. online. Face-to-face teaching motivates teachers to teach and creates a personal bond between teachers and learners. Being a private elementary school teacher does not alter my perspective because It is my responsibility and a requirement in my school that I must adhere to. As an educator, I must have patience, constantly think positively, and look for the bright side despite the many challenges.

When Raine was asked how did the new normal impact her personally as a teacher? She responded:
It teaches me to be more patient and empathetic when instructing my students. Make the new usual setup flexible and adaptable.

When Raine was also asked, how did handling students in the new normal affect your professional life? She answered:

Yes, it impacted my professional life since I feel like I’m not practicing and feeling like a teacher in this new normal, just to adhere to the rules. There is no enthusiasm like teaching a face-to-face lesson where I can connect with and learn with my learners.

When Raine was asked how did handling students in the new normal affect your teaching approach? She answered:

There is a significant difference between face-to-face classes and this new normal environment. In a face-to-face class, the teacher is free to teach whatever they want; however, we only follow the school requirements in this unique situation, and the teacher has limited time. The teaching style was not thoroughly practiced, the teachers had difficulty with modules, and the online class had a weak connection. We can’t put too much pressure on each student because they don’t all have stable relationships. When they don’t comprehend what I’m saying, I have to explain it to them individually, and it takes extra time to get them to understand the lesson.

When Raine was asked how the new normal affected your relationship with students, parents, co-teachers, and colleagues? Why do you say so? She answered:

Because there is no physical attachment, my relationship with my students has changed since the new normal began. They no longer perceive you as a teacher; communication is limited to online classes. My bond with parents was also different from that of students because they are the ones who are continuously asking questions. Connect via online platforms such as social media and messenger, or even texting, and I give some advice on how to handle their children so they can participate in the online class and answer the modules. Compared to the last time we met in a face-to-face environment, the bonding between my co-teachers and colleagues has weakened, and we only see each other once a week.

When Raine was asked, how did you find your performance being a teacher in the new normal? Is it frustrating? Or Satisfying? She responded:

It’s a little frustrating for me, but it’s also satisfying. In this new normal, I was frustrated because some teachers did not perform effectively. When answering the modules, the students did not honestly answer; instead of relying on their parents. In this instance, the replies will be written by the parents. It’s satisfying for me as a teacher because, while we must confront the truth that this is a new normal, we must do our best to adapt to all of the new things happening around us. We are still in the learning stage, and the teacher never stops learning. Let us put our hearts and minds into teaching whatsoever problems we face.

When Raine was asked, what were your realizations being a teacher in a private elementary school in the new normal setting? She replied:

I understood that the value of teaching in this new normal is highly crucial and that we must employ a variety of tactics to ensure that students’ learning does not halt. Continue to adapt to changes and become more enthusiastic about teaching pupils. Also, being a teacher in a private elementary school is difficult; we teachers struggle with internet access and the gadgets that must be used. It differs significantly from government instructors, who receive numerous advantages and are paid a set wage. But, for the sake of the students, we must carry out our responsibilities and be grateful for our jobs.

CROSS-CASE ANALYSIS

This chapter presents the result of the qualitative multiple case study research questions, which served as the purveyor of data from the informants. These research questions are as follows:

1. How can teachers of private elementary schools in the new normal be described?
2. How do they cope with the challenges they encountered?
3. What are the participants’ realizations being private elementary school teachers?

After conducting the in-depth interviews with my informants, which resulted in many pages of transcribed texts, formal data analysis began. It started with understanding and becoming familiar with the transcribed data from the recorded audio of the interviews. Some interviewees responded in English, while others answered in the Cebuano language. Transcripts and vernacular responses were translated into English, ensuring that the thoughts are still preserved in the same context to uphold the concepts in the transcript. In addition, the process also involved decision-making about which data would suit the study and be deemed helpful and related to the two research questions. Research is knowledge, truth, and avoidance of error. Understanding the prohibitions against fabricating, falsifying, or misrepresenting research data is significant. The focus must always be on the fact to minimize error. Research necessitates a great lot of collaboration and coordination among people from other disciplines and ethical norms to foster collaborative work principles, including trust, responsibility, mutual respect, and fairness (Resnik, 2015). Case studies are ideal for delving into a novel, little-understood behavior. As a result, the method is especially beneficial for answering how and why questions about a series of occurrences. Furthermore, scholars have claimed that other than qualitative methodologies such as case studies, certain types of material can be difficult or even impossible to convey. An essential advantage of case study research is the opportunity for a holistic process paradigm. The detailed observations in the case study method allow us to study various issues, scrutinize their relationships, and view the totality within its environment. Within-case analysis and the use of theory or concepts to drive the research are possible in a case study (Gummesson, 2008; Hartley, 2009; Leonard, 2010; Meyer, 2001; Sykes, 2010).
How can teachers of private elementary schools in the new normal be described?

An in-depth interview was conducted with five informants to answer this research question. Several sub-questions were asked to draw out their insights and experiences, either good or bad, in their workplaces. Several emergent themes were identified: Technology-based Facilitators, Strong Subjects of Knowledge, Conquerors, Critical Thinkers, Faced Various Challenges, Adaptable, Flexible, and Great Motivators.

**Table 1**

*Clustered Themes and Emergent Themes about the description of Teachers who are teaching in Private*

<table>
<thead>
<tr>
<th>Clustered Themes</th>
<th>Emergent Themes</th>
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<tbody>
<tr>
<td>The teachers facilitate learning by using online platforms</td>
<td>Technology-Based Facilitators</td>
</tr>
<tr>
<td>The teachers are enthusiastic technophile wherein they search for new and innovative ways to use technology meaningfully in instruction.</td>
<td></td>
</tr>
<tr>
<td>The teachers are able to teach technology skills as well as understand ways to use technology in supporting instructional goals.</td>
<td></td>
</tr>
<tr>
<td>The teachers encourage students to integrate technology in learning just like using messenger, Zoom app, Google Meet and other form of online application.</td>
<td></td>
</tr>
<tr>
<td>The teachers are able to use PowerPoint presentation during reports and while having classes.</td>
<td></td>
</tr>
<tr>
<td>The teachers are the best source of knowledge in teaching the students during the New Normal.</td>
<td>Strong Subject of Knowledge</td>
</tr>
<tr>
<td>The teachers do their best to teach the students because they have high level of commitment to their student’s welfare when it comes to learning.</td>
<td></td>
</tr>
<tr>
<td>The teachers are doing their best to adjust in the New Normal and teach the students in the best way that they can just to deliver quality education.</td>
<td></td>
</tr>
<tr>
<td>The teachers process and evaluate new knowledge relevant for their core professional practice and regularly update their knowledge base to improve their practice and to meet new teaching demands amidst pandemic.</td>
<td></td>
</tr>
<tr>
<td>The teachers are great conquerors in teaching the students during the New Normal.</td>
<td>Conquerors</td>
</tr>
<tr>
<td>The teachers are able to conquer their physical, emotional, mental, and financial problems during this pandemic.</td>
<td></td>
</tr>
<tr>
<td>The teachers are doing their best to embrace the new normal form of teaching and able to extend their help to the students and parents.</td>
<td></td>
</tr>
<tr>
<td>The teachers have lifelong learning mindset and they are able to overcome challenges</td>
<td></td>
</tr>
<tr>
<td>The teachers are always willing to face difficulties for the sake of their student’s welfare.</td>
<td></td>
</tr>
<tr>
<td>The teachers are resourceful and also willing to give feedback to the parents about the students’ progress.</td>
<td></td>
</tr>
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</table>

Generally, the private school teachers are using online platforms to facilitate learning. The teachers do their best to teach the students because they have a high level of commitment to their learner’s welfare when it comes to education, process, and evaluation of new knowledge relevant to their core professional practice and regularly update their knowledge base to improve their technique and to meet new teaching demands amidst pandemic. Another noteworthy finding is that private elementary school teachers are conquerors, overcoming physical, emotional, mental, and financial difficulties throughout the pandemic. They are making every effort to accept the new normal method of teaching and being able to assist learners and parents. Also, a significant variant result is that the participants are great motivators. No matter what problems they experience or challenges that come their way, they need good examples of change. They should stand still in motivating and imparting knowledge and skills to their learners.
<table>
<thead>
<tr>
<th>Critical Thinkers</th>
<th>Faced Various Challenges</th>
<th>Adaptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers practice the thinking art of analyzing and evaluating as they consider both day-to-day activities and long-term teaching and learning goals.</td>
<td>The teachers make rational decisions on what to teach in the New Normal and evaluate the available information in order to form a judgment.</td>
<td>The teachers want to make an action plan to be executed, to plan an intervention about the problems that they experience inside the school.</td>
</tr>
<tr>
<td>The teachers decide how and when to assess students’ progress.</td>
<td>Being a teacher in private and public schools, teachers feel that they have lack of experience in digital resources and having a poor internet connection is also their concern.</td>
<td>Teachers are willing to change just to improve themselves and adjust in the new normal.</td>
</tr>
<tr>
<td>The teachers have a sound knowledge to support students as they delve more deeply into content specially in the New Normal learning.</td>
<td>Teachers find it difficult to adjust in the new normal way of teaching and for them, it is challenging to teach the students using the online platform.</td>
<td>The teachers innovate different strategies to adapt the new normal way of learning and teaching.</td>
</tr>
<tr>
<td>The teachers are able to think in a deeper and complex manner and adjust with the students’ answers as they also understand that students also struggle in the New Normal.</td>
<td>Some of the teachers in public and private schools also struggle to communicate and reach out the parents of their students.</td>
<td>Teachers are willing to embracing the new online platforms and use modern technology in teaching that would establish connection and interaction at a different level toward a rich learning environment.</td>
</tr>
<tr>
<td>The teachers are able to think in a deeper and complex manner and adjust with the students’ answers as they also understand that students also struggle in the New Normal.</td>
<td>The teachers have a problem with regards to some parents because they are always complaining about the modules and the instructions given by the teachers.</td>
<td>The teachers are opportunity seekers, they do their best to attend different trainings and seminars related to the usage of technologies and digital resources.</td>
</tr>
<tr>
<td>The teachers are able to think in a deeper and complex manner and adjust with the students’ answers as they also understand that students also struggle in the New Normal.</td>
<td>Teachers are also worried because some of their students do not understand the lesson and for the teachers, it is very hard to teach virtually.</td>
<td>Teachers also struggle in facing a high dropped-out rate of students in different school and low enrollees</td>
</tr>
<tr>
<td>The teachers are able to think in a deeper and complex manner and adjust with the students’ answers as they also understand that students also struggle in the New Normal.</td>
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</tr>
</tbody>
</table>
The teachers are open minded and they even practice to go out in their comfort zone and explore the new ways on how to teach students.

The New Normal set-up has taught the teacher on how to be patient, to be more compassionate in teaching their students, become flexible and ready to adjust in everything.

The teachers become more resourceful and creative; they even learn a lot of good qualities in becoming effective educators.

Teachers find it necessary to be creative, strive harder, and increase their self-esteem to teach their students effectively.

The teachers realized that they should help one another to deliver quality teaching for the sake of their students.

The teachers realized that they should be motivators to their students even if it is hard and even if they encounter many challenges in teaching.

The teachers acknowledge that no matter what problems they experience or challenges that come in their way, they need be a good example of change and they should stand still in motivating and imparting knowledge and skills to their students.

The teachers are doing their best to do their duty and teach the students in the way possible.

The teachers are able to use different strategies in teaching so that the students find it easy to understand the lesson.

As a strong and feasible teacher, we should think different ways, strategies and methods that will be used for our teaching in this new normal.

Be creative and innovative so that the learnings of the students will continue.

In this new normal learning scheme, personally it teaches me not to remain in my comfort zone.

We need to analyze the steps and familiarize everything.

It awakens me to think outside the box to innovate, flexible and be resourceful.

For me it teaches me a lot go out in my comfort zone, explore new things. The teaching in this time of pandemic is not all about who among the teachers are the best to perform but it is all about the aim to impart knowledge to the pupils.

I need to work so much effort in order to address the problem of my students.

I need to have better connection with the parents as possible through online platform like Facebook.

I need to build strong relationship with the parents so that in order for them to observe the progress of their children.

Teachers should know how to teach the students through online and using different approaches just to give and share knowledge.

In this new normal, I make strategies that will suit to the interest of my students.

I also realize that even though I’m a private school teacher, I am very blessed and happy.

I put too much effort and be flexible just to reach out to my students, to update them always about the lessons and what instructions I must give to them in order for them to understand the lessons.

We teachers must be optimistic and should look for the brighter side.

Let us put our heart and passion in teaching whatever challenges we have to experience.

Being a teacher is not easy, we should be proud in our profession even this time we experience difficulties because of the pandemic we need to help each other for the sake of our students.

**Flexible**

**Great Motivators**

**Think Outside the Box**

**Appreciate the value of Pollyannaism**
<table>
<thead>
<tr>
<th>Clustered Themes</th>
<th>Emergent Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the coping mechanisms that I have applied is the use of online platform like google meet or zoom application to make my students really feel that they are in the classroom.</td>
<td>Information and Communication Technology Innovation</td>
</tr>
<tr>
<td>I used different strategies like sending them videos, power-point presentation, pdf files or applications to make sure that they will used them in learning.</td>
<td></td>
</tr>
<tr>
<td>I used my skills in computer on how to use and to operate online platform like google meet/zoom in order for me to communicate with them.</td>
<td></td>
</tr>
<tr>
<td>I corporate online platforms and tools to teach the lessons and to meet the needs of my students.</td>
<td></td>
</tr>
<tr>
<td>I used my mobile device as an alternative in learning and laptop when presenting the lesson through PowerPoint.</td>
<td></td>
</tr>
<tr>
<td>Embracing the new online platforms and using of modern technology in teaching that would establish connection and interaction at a different level toward a rich learning environment.</td>
<td></td>
</tr>
<tr>
<td>I realize that in this new normal setting, the duty of teacher is to teach children no matter what challenges that we encounter as long as we consider ourselves being an educator who teach children with passion.</td>
<td>Victorious amidst Pandemic</td>
</tr>
<tr>
<td>A teacher in private and public elementary school in the new normal described as a &quot;Paper&quot;, a paper that is ready to accept challenges and give knowledge to the learners.</td>
<td></td>
</tr>
<tr>
<td>It changed my perception as a teacher, we need to think one or more step ahead to continue the goal in teaching despite of the pandemic situation.</td>
<td></td>
</tr>
<tr>
<td>The teachers should be ready to face challenges in the new way of teaching.</td>
<td></td>
</tr>
<tr>
<td>The teachers are always willing to face difficulties for the sake of their student’s welfare.</td>
<td></td>
</tr>
<tr>
<td>We need to have a long patience and understanding in everything. To my Students I would tell them that never give up and continue to learn.</td>
<td></td>
</tr>
<tr>
<td>We teachers must do our duty to remind them to put extra effort and extra time to help their children, because we need them to help us teachers to educate their children not only by giving the instructions but develop motivation.</td>
<td>Collaborate with Parents</td>
</tr>
<tr>
<td>They must be responsible and updated anytime.</td>
<td></td>
</tr>
<tr>
<td>There should be a communication between the teacher and the parent and adjust in the new way of teaching.</td>
<td></td>
</tr>
<tr>
<td>For the parents, my attachment to them was different compare to the students, because they are the one who always ask questions. I communicate with them by using the online platform like social media and messenger or even in texting connect each other and I give some tips on how to handle their children to participate in the online class and answering the modules.</td>
<td></td>
</tr>
<tr>
<td>I felt also satisfying when I saw my students try their best to learn and engage themselves together with their parents in the online activities even though the situation is very challenging.</td>
<td></td>
</tr>
<tr>
<td>Being a teacher, we should attend different trainings and seminars related to the usage of technologies and digital resources.</td>
<td>Attend Self-Development Trainings and Seminars</td>
</tr>
<tr>
<td>In school, we should make an action plan to be executed, to plan an intervention in those problems that we experience inside the school.</td>
<td></td>
</tr>
<tr>
<td>Although we have to face the reality that this is a new normal, we need to try our best to adapt all new things happening around us. We are in the stage of learning; a teacher never stops learning.</td>
<td></td>
</tr>
<tr>
<td>As professional, we need to explore many things, attend trainings and seminars, strive harder, and increase our self-esteem to teach our students.</td>
<td></td>
</tr>
<tr>
<td>We need to try many strategies just to ensure that the learnings of the students would not stop; we should join workshops. Continue to adapt changes and be more passionate in teaching students.</td>
<td></td>
</tr>
</tbody>
</table>
Chapter Summary
I have looked into the themes raised as a result of the in-depth interview that were conducted. Each study question gives the following articles. Research question I deals with the description of teachers teaching in Private Elementary School in the new normal. The following themes emerged: Technology-based Facilitators, Strong Subjects of Knowledge, Conquerors, Critical Thinkers, Faced Various Challenges, Adaptable, Flexible, and Great Motivators. Cross-Case Analysis discusses the Clustered Themes and Emergent Themes on Insights that a Teacher of Private Elementary Schools in the New Normal can Share with Colleagues and the Academy in General. The following themes surfaced: Information and Communication Technology Innovation, Victorious Amidst Pandemic, Think Outside the Box, Appreciate the value of Pollyannism, Collaborate with Parents, and Attend Self-Development Training and Seminars. The themes arose from carefully reviewing the interviews to the best ability and skills. Part of this purposeful process was to avoid the questions and look for the themes the participants were expressing. The themes reflected in this chapter emerged from their texts.

5. DISCUSSION
This chapter describes the data analysis, themes, discussion, summary, and conclusions. This qualitative multiple case study highlights the experiences and challenges of private elementary school teachers in the new normal. The five private elementary school teachers who participated in this qualitative multiple case study were Emiri Kanou, Hideo Shimazu, Opalneria Rain, Quistis Trepe, and Rain Sage (pseudonyms). They were private elementary school teachers in Selargon Learning Academy Incorporated, General Santos City. I chose a qualitative case study method since my study involved human perceptions based on their experiences. A case study provides a means for emphasizing and extracting practical principles and techniques for creating and expediting progress in solving real problems in the community. They inform sprouting theories associated with complexity to be conceived, developed, fielded, and applied for improvement and upgrades of a system in the community. All five informants were asked to participate and share their challenges and experiences as teachers in private elementary schools and their viewpoints and perceptions of what they have been through. All participants were from General Santos City. The results of this study were based on the actual experiences of the private elementary school teachers within the school community. Eight essential themes emerged.

Technology-Based Facilitators
This study has shown according to Bereczki & Kárpáti (2021), Valverde-Berrocoso, Fernández-Sánchez, Revueltas, Domínguez & Sosa-Díaz (2021) that private school teachers are enthusiastic technophiles who search for new and innovative ways to use technology meaningfully in instruction. The technology-based facilitator is an experienced educator with extensive knowledge about technology integration and able to train teachers, conduct model lessons, and generally provide instructional leadership as teachers integrate technology into their classes. Moreover, Chakraborty, Mittal, Gupta, Yadav & Arora (2021), Wahidiyati, (2020) considering the case of Emiri Kanou (pseudonym), she has been using an online platform like Google Meet/Zoom application to make her students feel that they are in the classroom. She is continually looking for new ways of teaching methods to help her students absorb the lesson and adjust to their needs in the contemporary everyday context. However, Hendriyanto, Kusmayadi & Fitriana, (2021) and Usmani (2021) the same statement was proclaimed by Rain Sage (pseudonym), that she took the initiative and was resourceful, employing various techniques such as videos, PowerPoint presentations, pdf files, or software to ensure that they were used in learning. According to Billings & Mathison (2011), there are two reasons that educational technologies assist in raising learners’ achievement. The first reason is that they perform an excellent job engaging the learners in the material. The second one is that they get learners excited to participate in the educational tasks. One of the primary advantages of integrating technology into the classes is that when they are applied suitably, it can make learning more fun for the learners. If the learners have a lot of enjoyable materials, they will be engaged in the lesson, which will help them better understand the learning materials. Additionally, Billings & Mathison (2011) and Brenya & Wireko (2021) being a technology-based facilitator helps learners be engaged in the lesson, which will help them better understand the learning materials. Furthermore, Elmahdi, Al-Hattami & Fawzi, (2018), Kim (2020) when the lessons are fun for the learners, they will be more excited to participate. To integrate technology effectively, teachers should know how to use it appropriately and how to teach learners to use it accurately.

Strong Subject of Knowledge
According to Ball & Bass (2003), Shulman (1987), Ball, Lubienski & Mewborn (2001) The importance of subject knowledge in preparing teaching activities is to see teaching fundamentally as an exchange of ideas, it would seem evident that a teacher's understanding of a topic will impact how the concept is 'shaped' or 'tailored' when presented in a classroom. Teaching begins with a teacher's knowledge of what is to be learned and how it is to be prepared. The transformation of a teacher's knowledge of a subject into 'pedagogical content knowledge and consequent pedagogical actions by "taking what he or she understands and making it ready for effective instruction." In this way, the content knowledge is 'intertwined' with knowledge of teaching and learning. Also, Emiri Kanou (pseudonym) stated that in comparison to a face-to-face class, she might freely explain anything about the lessons she discusses; however, she uses videos, application tools, and websites to deliver better Information about the new normal to the learners.

Conquerors
According to Lagua (2020), Tan, Chan, Bielaczy, Scardamalia & Bereiter (2021) It is a challenge that must be accepted upfront. Today's teachers will have to embrace and master the technology to establish connection and interaction at a different level toward a rich learning environment. Mastering meeting applications, like Zoom and Google Meet, is not simple. One needs to be familiar with the learning management
systems, depending on what the institution has subscribed to. New adopters will have to face their learning curves. Assessment is one of the most challenging aspects of online learning, especially in courses where evaluation is usually done with direct objective measurement tools. Proctoring a test is impractical, and exams are necessarily on an open-everything basis. The available reference materials make it difficult to discriminate learners’ scores. Furthermore, Corpus (2022) and Ancho & Arrieta (2021) considering the case of Emiri Kanou (pseudonym), in this new normal setting, the teacher must teach children no matter what challenges they encounter as long as they consider themselves an educator who teaches children with passion, love, and understanding. We must have a long patience and understanding of everything. Also, Agayon & Pentang, (2022) and Darling-Hummond & Oakes (2021) in Opalmeria Rain (pseudonym) said that a teacher in a private elementary school is described as a “Paper” in the new normal, a paper ready to embrace obstacles and impart knowledge to students, prepared to meet challenges in the unique manner of teaching.

Critical Thinkers
Elder & Paul (2020) and Ruggiero (2012) said that critical thinkers are those persons who can move beyond “typical” thinking models to an advanced way of thinking. Critical thinkers produce both more ideas and improved ideas than poor thinkers. They become more adept in thinking by using various probing techniques that enable them to discover new and often enhanced ideas. Critical thinkers see the problem from many perspectives, consider many different investigative approaches, and produce many ideas before choosing a course of action. In addition, they are more willing to take intellectual risks, be adventurous, consider unusual ideas, and use their imaginations while analyzing problems and issues.

Faced Various Challenges
According to Canonizado (2021) and Selvaraj, Radhin, Nithin & Benson (2021) Teachers face difficulties under the current new normal education system. These problems include teaching the learners where it is difficult for teachers to reach out to all the learners at home, even when teachers use different communication forms. Therefore, developing the learners’ skills is difficult because they remain at home while learning the lessons. Not all parents have the desire and ability to support their children in their studies. Some parents cannot comprehend the handwritten details written on the modules. DepEd constantly implements multiple systems that have resulted in the teachers’ losses. In this phase of the pandemic, it is not easy to gather everybody to carry out the various DepEd.

Adaptable
Besser, Flett & Zeigler-Hill (2020) and Berger & Reupert (2020) said that it could be said that the current crisis and others will become the new normal. Nonetheless, it is up to us how we adapt to these and similar situations and whether we respond impulsively, dealing with each crisis as it "hits" us, or whether we plan proactively for such events and reflect on how best to protect the public and mitigate the adverse long terms impacts on our communities. Indeed, there are many lessons we can learn from this crisis that can be used to enrich our work and personal lives in ways that might otherwise not have been possible before COVID-19. How open we are to respond to change will depend on our adaptability, ability to manage stress and uncertainty, flexibility and resilience, and how supportive the environment is for promoting (not only forcing) us to make necessary changes.

Flexible
In the view of Sebrero & Alamin (2022) and Yazon & Callo (2021) because of so many aspects that affect the learning process, such as instructor preparedness to handle online and offline sessions, the quality of education may be questioned; the availability of information technology, resources in schools; teachers, and students; the curriculum; the syllabi to use; among other things, the internet connectivity of schools and students In this shift or change toward the New normal or new modalities of the teaching-learning process, everyone needs patience and cooperation. Additionally, Casiple (2021), Kantos, Yurttas, Tasdan & Topcu (2022) said that flexible learning refers to the development and implementation of programs, courses, and learning interventions that address these new typical scenarios. Digital and non-digital technology are used in flexible learning. Time flexibility is enabled by flexible learning. It frequently employs distance education delivery methods. Flexible learning’s major goal is to give learners the most freedom in terms of learning content, scheduling, access, and innovative evaluation, using both digital and non-digital technologies.

Great Motivators
Gul, Tahir, & Ishfaq (2021) and McCallum (2021) said that teacher motivation is defined in terms of attraction, retention, and concentration as something that determines 'what attracts individuals to teach, how long they stay in their first teacher education courses and then enter the teaching profession, and how engaged they are with their studies and vocation.

Information and Communication Technology Innovation
Chapelle & Sauro (2017) and Ratheeswari (2018) Information and Communication Technology (ICT) are considered to be of central importance to social and economic developments. It refers to communication technologies that allow people to obtain Information. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones, and other communication mediums. It means we have more opportunities to use ICT in teachers. Training programs nowadays improve the quality of teachers’ teaching effectively. An understanding is emerging of the need for certain conditions if the expected benefits of ICT and new media are to be achieved, and interventions made more targeted and effective.

Victorious Amidst Pandemic
Malik (2021), Szynkowiak, Melović, Dabić, Jeganathan & Kundi (2021) said that the teacher is the person who knows the student through and out, so they renovate the duties and responsibilities by the situation. During pandemics, drastic changes occur, such as converting
face-to-face classrooms to online classes. Teachers are more likely to give lessons online to help students become more internet savvy and technologically proficient in the current environment. Teachers must make extra efforts to create an appropriate setting for handling classes, use appropriate methods for content delivery, and find different ways of evaluation that will allow learners to distill more on the concept. Still, this will be possible only if teachers become more durable. Their responsibility will be to the learners and parents, who will take both into.

**Thinking Outside the Box**

In the view of Darm (2006) and Kiknadze & Leary (2021) thinking outside the box is not easy since it involves leaving the psychological comfort zone, becoming open to new ways of seeing the world, and being willing to explore. Emotional management requires balancing powerful lower-frequency emotions such as fear and anger with subtler high-frequency emotions. The product of emotional balance should produce the acceptance of notions such as patience, nurturing, and support as components of an overall attitude towards ideas and solutions.

**Appreciate the value of Pollyannism**

Ackerman (2021) and Tholen (2021) said that our innate optimism bias is distinct from the mental illnesses that affect so many of us and that we can still focus on the positive even when things are difficult and sad. If one has trouble keeping cheerful and thinking positively, utilize this article and his knowledge of Pollyannism to remind himself that he is much better at it than he believes. He takes heart in the fact that he is already capable of seeing the bright side; sometimes, he just needs a push to do so.

**Collaborate with Parents**

Peterson (2020) and Puspita (2021) believed that teachers must be patient and compassionate as parents take on a teaching role at home. The learning curve will be difficult for everyone involved, especially the students. The teacher is a significant driving factor for learners learning a new concept or skill along their journey. By maintaining an open communication channel, teachers can aid parents in their new position. Providing contact options such as email, phone, or any messenger service or portal will assist parents in preparing to assume the role of teacher without feeling isolated.

**Attend Self-Development Training and Seminars**

According to Gheith & Aljaberi (2018) and Sutikno, Sugiyono & Widarso (2021) Training and Seminar on ICT, new methods and techniques in teachings, orientations on the K-12 Curriculum, Values Formation Seminars, and the likes are being held in different parts of the country to prepare all the teachers for globalization. Attending these seminars will help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the contemporary world. Since the department offers free training and seminars, teachers must grab this opportunity for self-improvement.

**Implications for Practice**

Based on the findings, the following implications for practice are offered. In the experiences of the private school teachers, eight significant themes were generated: Technology-based Facilitators, Strong Subjects of Knowledge, Conquerors, Critical Thinkers, Faced Various Challenges, Adaptable, Flexible, and Great Motivators. *On Technology-Based.* I propose that technology be made widely available to boost learners’ learning and support teachers’ professional development on an equitable basis. Each one must encourage learners to use technology in their studies via messenger, Zoom, Google Meet, and other online applications (Nartiningrum & Nugroho, 2020; Philipsen, Tondeur, Pareja Roblin, Vanslambrouck & Zhu, 2019). *On Strong Subject of Knowledge.* To help their learners achieve excellent outcomes, teachers require a diverse set of abilities and attitudes. To gain the requisite experience, these should include interactions with students, subject matter expertise, and awareness of instructional processes. Learning in the classroom will most likely suffer if a teacher lacks any of these attributes. However, it would be stupid to single out one of these characteristics at the expense of all others: teaching, like most people-centered occupations, necessitates a diverse set of capabilities and talents that the practitioner meticulously weaves together to create the most impactful experience possible (Jahongirovich, 2022; Stone, 2022). *Conquerors.* Teachers may embrace the new standard form of teaching and be able to extend their help to the learners and parents. They are willing to face difficulties for their learners’ welfare (Cabual, 2021; Wahyun, Lia & Putra, 2022). *On Critical Thinkers.* Engagement, application, and collaboration are skills that withstand the test of time. I also promote the integration of critical thinking into every aspect of instruction. Teachers must be able to think in a more profound and complex manner and adjust to the learners' answers as they also understand that learners struggle with the New Normal. Make rational decisions on what to teach in the New Normal and evaluate the available information to form a judgment (Darling- Hammond & Oakes, 2021; Serevina, Nugroho & Lipikuni, 2022). *On Faced Various Challenges.* Teachers have to deal with issues such as problem learners, insufficient funding, and a whole host of other issues within the realms of the classroom. Teachers need to be able to face these problems head-on if they want to make sure that they are making the best use of the school year. Make enormous courage that it takes every day from the side of the teacher to make sure that it keeps on going correctly and that the students are engaged in learning (Alalwan, Cheng, Al-Samarraie, Yousef, Alzahrani & Sarsam, 2020; Alea, Fabrea, Roldan & Farooqi, 2020). *On Adaptable.* Teachers are willing to change to improve themselves and adjust to the new normal. This school year, finding strategies to engage children in group conversations to improve teamwork and communication skills is crucial. In-person social interaction has altered considerably since the COVID-19 lockdowns, so providing kids with the room and chance to connect and cooperate will be critical to their development. If your classroom is entirely virtual, try creating breakout rooms or a discussion forum for learners to express and share their thoughts. For remote, hybrid, or in-person learning, a long-term group project or research
activity that allows learners to collaborate is also a great option (Dabrowski, 2021; Venton & Pompano, 2021). It is essential to consider universal support for all students who are less comfortable in group settings. Some learners may thrive speaking up and writing ideas on a discussion forum but are less successful in sharing over video in a classroom setting. Remain flexible and allow for all types of sharing and collaboration techniques based on the modality and comfort of your learners (Callaway-Cole & Kimble, 2021; Chen, Andford, LaGrone, Charbonneau, Kong & Ragavaloo, 2022). On Flexible and Great Motivators: A high-quality relationship with a respected teacher is critical in helping learners develop intrinsic motivation. Be flexible and open your eyes to the learning goals. The teachers acknowledge that no matter what problems they experience or challenges that come their way, they need to be excellent examples of change. They should stand still in motivating and imparting knowledge and skills to their students. Also, teachers can use different strategies in teaching so that the students find it easy to understand the lesson (Gupta, Vrat & Ojha, 2022). On Information and Communication Technology Innovation. Take a holistic approach towards developing, Educate teachers, administrators, and other education leaders on using and integrating ICT in their classrooms. Professional development opportunities for education leaders should be available to engage teachers and demonstrate a shared commitment to ICT in Education. ICT in educational strategies and planning support for ICT is provided at national and individual school levels. This can involve involving education stakeholders in integrating ICT skills into the curriculum or enlisting the aid of teachers in developing policy initiatives. (Christensen, Eichhorn, Prestridge, Petko, Slight, Baker & Knezek, 2018; Voogt, Knezek, Christensen & Lai, 2018). Victorious Amidst Pandemic. Teachers must scaffold learners with poor self-regulation while simultaneously pushing learners who welcome independent learning chances while building learning environments. The 4R’s Professional Inquiry Model: Recognition, Results, Reflection, and Reaction, we believe, might help others reflect on their activities. We learned how to better integrate online learning possibilities into our teaching during the school closure and were more prepared for what was to come (Kaden, 2020; Oppong, Shore & Muis, 2019). Think Outside the Box. Willingness to take new perspectives on day-to-day work, openness to doing different things and doing things differently, focusing on the value of finding new ideas and acting on them and striving to create value in new ways, listening to others, encouraging, supporting, and respecting others when they come up with new ideas (Bliss, Brooks & Huq, 2022; Bracci, Romano & Marsick, 2022). Appreciate the value of Pollyannaism. Mindfulness will assist you in remaining aware of whether your thoughts are overly optimistic. Mindfulness will help you stay in the habit of being aware of your surroundings and reacting appropriately. You have command over your acts, but not the circumstances (Bunjak, Hafenbrack, Černe & Arendt, 2022; Parchment, 2022). Collaborate with Parents. Examine the COVID-19 requirements for parents and learners. Inquire about their preferred communication routes and frequency of communication, as well as the type of support they believe is required to stay safe and succeed. Such dialogues can be used to modify communication and engagement methods and techniques, ensuring that they are appropriate and relevant, as well as meeting parents’ expectations (Kausimüki, 2022; Pelomo, 2022). Attend Self-Development Training and Seminars. Allow participants to interact with specialists on a certain topic. The learners tend to gain the most recent Information and new abilities related to the concerned subject by discussing pertinent matters of the issue (Kristanto, Hidayat & Lestari, 2022; Sutikno, Sugiyono & Widarto, 2021).

Implications for Future Research
Implementing the strategic response entails the collaborative engagement of all stakeholders in the private elementary schools. The process requires the involvement of the administration, faculty, staff, learners, parents, and other stakeholders that enables the institution to move forward, managing and mitigating risks successfully. Hence, the private schools are implementing the continuous process of consultation, feedbacking, and intensive monitoring as essential ingredients for the plans to be successfully implemented. The regular conduct of dialogues and discussions among stakeholders, capacity building of learners and faculty, open communication through hotline centers, and continuous quality assurance monitoring mechanisms enable the private elementary schools to enhance and implement the strategic programs and activities successfully amid the pandemic (Iacuzzi, Fedele & Garlatti, 2021; Stracke, Burgos, Santos-Hermosa, Bozkurt, Sharma, Swiatek Cassafieres & Truong, 2022). Anchored on the initial success of the evidenced-based strategic plans, the university has institutionalized the flexible learning system with the establishment of the Center for Flexible Learning, which manages, capacitates, and assists the students and the faculty members in the continuing implementation of the flexible learning modality. Technology support has been provided by increasing the internet bandwidth to ensure uninterrupted connectivity in the school and giving internet allowance to the faculty. The Learners with limited or no connectivity are given printed modules as instructional resources (Finch, Kala & Sathyaa, 2021; Panganiban & Madrigal, 2021). In anticipation of the limited face-to-face classes as safety and health protocols may allow, the curricular offerings, teaching-learning processes, and assessment tools have been enhanced by applying best practices that maximize quality teaching and learning. On-going training and webinars for the faculty, learners, and stakeholders to thrive in the new educational landscape have been conducted. The private schools had also established professional learning communities, which become avenues for sharing resources and practices that continuously support and enhance teaching and learning continuity amid and beyond the pandemic (Aluko, Krull & Mhlanga, 2022; Kamble, Hassan, Mishra & Asmate-Salazar, 2022).

Concluding Remarks
As schools prepare for the new normal, technology becomes an increasingly significant part of the student and faculty experience. However, the necessity to be ready for the continuously altering conditions brought on by the ongoing pandemic is a major problem of the new normal. As a result, institutions must consider how their...
technology use may change in response to these circumstances. To improve our online and hybrid learning, they must also update and enhance teachers’ training and devote resources to instructional design. Based on the study, being a teacher in a private elementary school, I have noticed that some teachers have difficulty teaching their lessons, but some are adopting a new way of teaching. They demonstrated the value of grit and reinforced their engagement to teach their learners well. They use different online platforms to engage students with other activities that contribute to their learning. The transition to the new normal with technology and delivery methods is accessibility and the inclusion of all students. Teachers must have the ability and skills to access different learning tools on the internet. The learners who need to access course materials, lectures, and learning activities over the internet must access appropriate gear and secure networks. Furthermore, similar considerations apply to the teachers; while technology does not in and of itself transform an institution, we welcome technology as a means of facilitating change and transforming institutions. Finally, this research makes it accessible to the private elementary institutions, especially the elementary teachers, to maximize their knowledge and ability to handle learners in the new normal setup. They understood the real-life experiences of private elementary school teachers to new possibilities and proposals for future studies about the new normal form of teaching.

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