

Teachers' Motivation, Difficulties and Performance in Teaching MAPEH in the New Normal

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Abstract:

Teaching MAPEH (Music, Arts, Physical Education, and Health) is crucial for holistic student development, fostering creativity, physical fitness, and overall well-being, preparing students to become well-rounded individuals and contributing to a healthier and more cultured society. This study determined the level of motivation, level of difficulties and level of performance of the intermediate MAPEH Teachers in one of the medium sized divisions in Central Philippines. The study used descriptive-correlational research design and the data gathering instrument used was researcher-made, and was fully validated by 3 experts and reliability tested. 168 MAPEH teachers were utilized in the conduct of the study. The statistical tools used were Frequency count, Percent distribution, Mean, Mann Whitney U test and Spearman rho. The result of the study showed that the level of motivation of MAPEH teachers in the new normal was very high in terms of Intrinsic Factors and High Level on Extrinsic Factors. The challenges encountered by teachers was on high level in Learning Resources and moderate in Instructional Delivery, Content Knowledge, and Assessment of Learning. The performance of teachers based on IPCRF rating was outstanding. There was a significant difference in the level of teachers' motivation, as well as in terms of the challenges they encountered, and their performance when grouped and compared according to profile variables. The study also found that there was a significant relationship between teachers' motivation and their performance, while there was no evidence that link teachers' challenges to the level of their performance. Finally, there was no significant relationship between the level of teachers' motivation and the challenges they faced in the new normal.

Keywords: Teachers' motivation, teachers' challenges, teachers' performance, Music, Arts, Physical Education, and Health (MAPEH).

Introduction:

Nature of the Problem

The 1987 Philippine Constitution, specifically Article XIV, Section 18, which highlights the state's role in fostering education, science, the arts, culture, and sports, serves as the main legislative foundation for teaching Music, Arts, Physical Education, and Health (MAPEH) in the country. In order to educate kids holistically and to prepare them to become well-rounded individuals who will contribute to a healthier and more cultural society, it is essential to teach MAPEH (Music, Arts, Physical Education, and Health). This fosters creativity, physical fitness, and general well-being (Catalan, 2024). Both intrinsic (internal drive) and extrinsic (external rewards) motivation are essential for teacher success in the "new normal" of teaching MAPEH. While acknowledgment, professional growth, and encouraging school environments can boost extrinsic motivation, teachers can use intrinsic motivation by emphasizing their love of teaching and student participation (Carag, 2020). Basalan (2024) states that MAPEH teachers encounter difficulties in delivering instruction, particularly when using online or hybrid formats; content knowledge, particularly when instructing outside of their area of expertise; assessment or figuring out how to evaluate practical skills remotely; and learning resources, such as access to tools and materials. The researcher, being the lead focal person of the school's division in MAPEH has fully observed significant challenges in teaching the subject in the new normal. First and foremost, the transition to online and modular learning was difficult since educators had to modify their pedagogical approaches to fit these platforms. Because MAPEH courses frequently involve practical exercises and group discussions, it was more difficult to maintain students' interest and motivation. Additionally, MAPEH teachers must devote a great deal of time and energy to creating the instructional materials, and some are truly overburdened.

Lastly, the lack of in-person connection has made it challenging to assess students' success in MAPEH courses, particularly in practical components like music and physical education. The researcher was inspired to carry out this investigation by these observations and a real description of the issues. This study aims to provide a workable plan to help address similar issues should future situations warrant the use of distance learning and the set-up of the "new normal" will be implemented.

Current State of Knowledge

First and foremost, the transition to online and modular learning was difficult since educators had to modify their pedagogical approaches to fit these platforms. Because MAPEH courses frequently involve practical exercises and group discussions, it was more difficult to maintain students' interest and motivation. Additionally, MAPEH teachers must devote a great deal of time and energy to creating the instructional materials, and some are truly overburdened. Lastly, the lack of in-person connection has made it challenging to assess students' success in MAPEH courses, particularly in practical components like music and physical education. The researcher was inspired to carry out this investigation by these observations and a real description of the issues (Brandon, 2024).

Al-Said (2023) asserts that motivated educators are more likely to be involved, provide their best effort, and have a beneficial impact on others. Conversely, unmotivated teachers could not be interested in their profession, distance themselves from students and peers, and perform at a minimum level or below. A school community may be severely harmed by the poisonous atmosphere that uninspired teachers can bring about. There are numerous connections between student learning and teacher motivation. Therefore, enhancing and addressing teacher motivation can be aided by a foundational grasp of it. The secret to success in educational institutions is motivation, which enables a teacher to work with a passion that helps to achieve hierarchical goals.

A motivated teacher is essential to a successful classroom, claims Impact Teachers.org (2024). Imagine a classroom where kids are not simply there, but actively participating, their hands ready to rise and their eyes glimmering with interest. This is motivation's power in action. A driven educator inspires a lifelong love of learning in their students rather than only imparting knowledge. Learning is fueled by motivation. It drives, guides, and maintains our work, revolving the wheels of diligence and tenacity. Motivated educators view teaching as a mission rather than a job. Students are motivated to aim higher and push themselves further by this contagious excitement.

According to Kumari (2023), a supportive school administration that offers resources, training, and acknowledges teachers' efforts is one of the factors influencing teacher motivation. Other factors include a positive and conducive learning environment, which includes a manageable workload and adequate resources; positive relationships with parents, students, and colleagues; opportunities for teachers to improve their knowledge and skills; autonomy and decision-making; collaboration; a fair promotion and reward system; and good educational policies.

Teachers that are motivated are more likely to be involved, provide their best effort, and have a positive impact on others. Conversely, unmotivated teachers could not be interested in their profession, distance themselves from students and peers, and perform at a minimum level or below. A school community may be severely harmed by the poisonous atmosphere that uninspired teachers can bring about. There are numerous connections between student learning and teacher motivation. Therefore, enhancing and addressing teacher motivation can be aided by a foundational understanding of it (Akhmetova, 2020).

Despite obstacles like scarce resources and excessive workloads, Filipino educators are driven by a desire to enhance the provision of high-quality education, adjust to changing learning settings, and promote the wellbeing of their pupils in the new normal. A sense of achievement and the fulfillment that comes from assisting pupils in their learning and development served as intrinsic motivators for many Filipino educators. A dedication to delivering high-quality instruction and equipping pupils for the future motivates certain educators (Ancho, 2021).

Kumari's (2023) study determined the elements that affect teachers' motivation and assessed how motivation affects their work performance at private schools in Mirpurkhas, Pakistan. It was discovered that instructors' job performance is greatly influenced by their motivation. According to the study, teachers' job performance is greatly impacted by both self-determined and non-self-determined motivation as well as the factors that influence their motivation. To address the demands of teachers, the administration must create motivational policies and procedures. Additionally, in order to guarantee high-quality learning and high performance from their teaching staff and enhance the relevant educational system, school administrations should give sufficient resources such as bonuses, rewards, effective communication, moral support, emotional support, and a pay increase.

In order to develop a platform that helps students and teachers nationwide, Vitales (2023) investigated the prevalent issues surrounding virtual classroom instruction. The findings showed that while the respondents thought they were physically prepared for their virtual classroom learning, they were not financially, psychologically, or emotionally

prepared. Teachers, curricula, and resources presented difficulties for the kids. According to the students, most teachers are not aware that students have different abilities when it comes to online learning, so they favor a curriculum that is student-friendly. They also suggested that educators look into students' ability to have the right devices and internet connectivity. The profile attributes, readiness, and difficulties that the students faced during their virtual classroom learning were found to differ significantly.

Theoretical Underpinnings

This study is grounded in three key theories: The Motivation – Hygiene Theory, also known as the Two-Factor Theory introduced by Frederick Herzberg's in 1959; the Theory of Optimal Challenges in Education, or popularly called as Yerkes-Dodson law, formulated by Robert Yerkes and John Dodson introduced in 1908; and the Theory of Performance by Richard Schechner introduced in 1985. Herzberg's motivation – hygiene theory posited that satisfaction and dissatisfaction are influenced by two distinct sets of factors: motivators (intrinsic to the work itself) and hygiene factors (extrinsic to the work). According to him, if these factors are inadequate, can cause dissatisfaction but don't necessarily motivate employees. This theory is practically applicable to this study as the identified motivation factors are indeed the very things that teachers aspire. The Theory of Optimal Challenges in Education by Yerkes and John Dodson in 1908 posits that performance on a task is optimal when arousal levels are at a moderate point, neither too low nor too high, and that this optimal level can vary based on the task's complexity, suggesting that there's a relationship between arousal. The Yerkes-Dodson Law, which describes the relationship between stress (or arousal) and performance, is highly relevant in education, especially when addressing the challenges teachers face. With regards to the Performance Theory of Richard Schechner, his idea that performance extends beyond the stage to everyday life highlights the performative nature of teaching. Teachers often "perform" to engage students, using voice modulation, gestures, and storytelling to make lessons more dynamic and impactful.

Objectives

This study aimed to determine the level of motivation, level of difficulties and level of performance of the intermediate MAPEH Teachers in the new normal in one of the divisions in Negros Occidental during the School Year 2021-2022: Basis for an intervention plan. Specifically, this study sought to answer the following questions: 1) determine the profile of the respondents in terms of Age, Civil Status, Highest Educational Attainment and Specialization; 2) determine the level of motivation of teachers in teaching MAPEH in the new normal according to the following components: Intrinsic and Extrinsic; 3) determine the level of difficulties encountered of teachers in teaching MAPEH in the new normal according to Instructional Delivery, Content Knowledge, Assessment of Learning, Learning Resources; 4) determine the level of performance of teachers during the School Year 2021-2022; 5) determine if there is a significant difference in the level of motivation of teachers in teaching MAPEH in the new normal when grouped and compared according to the aforementioned variables; 6) determine if there is a significant difference in the level of difficulties encountered by teachers in teaching MAPEH in the new normal when grouped and compared according to the aforementioned variables; 7) determine if there is a significant difference in the level of performance of teachers when grouped and compared according to the aforementioned variables; 8) determine if there is a significant difference in the level of performance of teachers when grouped and compared according to the aforementioned variables; 9) determine if there is a significant relationship in the level of difficulties of teachers in teaching MAPEH in the new normal and their performance; 10) determine if there is a significant relationship in the level of motivation of teachers in teaching MAPEH in the new normal and their level of difficulties.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

Descriptive research design method focuses on the present situation, and the purpose is to find the new truth. The truth may have different forms, such as an increased quantity of knowledge, a further generalization, or new "law," an improved insight into a factor. Descriptive design is appropriate for this study because it aimed to find out what prevails in the present condition or relationships, held opinions and beliefs, processes and effects, and developing trends. The design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way (Calmorin, 2016).

Study Respondents

A total of 168 MAPEH teachers were the respondents of the study. These respondents were public school teachers in the said Division. Since the number of respondents is quite large to handle, stratified sampling and random sampling technique was used and using Cochran formula to find the sample size. The respondents were randomly selected by the researcher from each section using the lottery technique.

Instruments

This study made use of a self-made data gathering instrument which was subjected to Validity (4.94 - excellent) and Reliability testing (0.929 for motivation and 0.980 for challenges; both interpreted as "acceptable"). The questionnaire consisted of two parts: Part 1 gathered the respondents' socio-economic information, such as Age, Civil Status, Highest Educational Attainment and Specialization. Part 2 contained 60 line-items. There were 40-line items for difficulties or 10-line items per area.

Data Gathering Procedure

First, a letter of intent was sent to the to the Schools Division Superintendent (SDS) informing her about this study, its purpose and general coverage. At the same time, the letter sought approval to conduct the study with the assurance that it will be done outside of school hours so as not to distract school routines. After securing the approval of the SDS of the request, a letter addressed to the school heads will be sent alongside a photocopy of the approved letter from the SDS. The administration of the data gathering instrument was done during lunch time and after school hours and the same will be retrieved 2-3 days after its distribution. The raw data were collected and tallied into a single spreadsheet for statistical treatment. The said data were converted into numerical code guided by a coding manual.

Data Analysis and Statistical Treatment

Objective No. 1 which sought to determine the profile of the respondents in terms of Age, Civil Status, Highest Educational Attainment and Specialization used descriptive analytical scheme and the statistical tools were frequency count and percent distribution.

Objective No. 2 which sought to determine the level of motivation of teachers in teaching MAPEH in the new normal according to Intrinsic and Extrinsic factor used descriptive analytical scheme and the statistical tool used as statistical tool used was Mean.

Objective No. 3 which sought to determine the level of difficulties of teachers in teaching MAPEH in the new normal according to Instructional Delivery, Content Knowledge, Assessment of Learning, Learning Resources used descriptive analytical scheme and the statistical tool used as statistical tool used was Mean.

Objective No. 4 which sought to determine the level of performance of teachers during the School Year 2021-2022 when grouped according to the aforementioned variables used descriptive analytical scheme and the statistical tool used as statistical tool used was Mean.

Objective No. 5 which sought to determine if there was a significant difference in the level of motivation of teachers in teaching MAPEH in the new normal when grouped and compared according to the aforementioned variables used comparative analytical scheme and the statistical tools used was Mann Whitney U test.

Objective No. 6 which sought to determine if there was a significant difference in the level of difficulties encountered by teachers in teaching MAPEH in the new normal when grouped and compared according to the aforementioned variables used comparative analytical scheme and the statistical tools used was Mann Whitney U test.

Objective No. 7 which sought to determine if there was a significant difference in the level of teachers' performance when grouped and compared according to the aforementioned variables used comparative analytical scheme and the statistical tools used was Mann Whitney U test.

Objective No. 8 which sought to determine if there was a significant relationship between teachers' motivation and their performance, relational analytical scheme and Spearman rho was used.

Objective No. 9 which sought to determine if there was a significant relationship between teachers' difficulties and their performance, relational analytical scheme and Spearman rho was used.

Objective No. 10 which sought to determine if there was a significant relationship teachers' motivation and the difficulties, they encountered relational analytical scheme and Spearman rho was used.

Ethical Consideration

Key ethical principles guiding the use of human participants and minors were strictly adhered to in the study. These included providing the teachers, parents, and students with the necessary information to make a determination as to whether they want (the students) to be part of the study. The signing of the consent form, which is actually a process rather than an event was not used as coercive tool to compel participants to complete the study. They were assured of their right to withdraw from the study at any point when they became uncomfortable with the study. The identity of the children as well as their responses was kept confidential such that neither the responses nor their identity was revealed to any other person outside the research team.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Profile of the Respondents According to the Variables, Age, Civil Status, Highest Educational Attainment and Specialization

Table 1
Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 40 years old)	80	47.60
	Older (40 years old and above)	88	52.40
	Total	168	100
Civil Status	Single	48	28.60
	Married	120	71.40
	Total	168	100
Highest Educational Attainment	Lower (Bachelors' Degree)	101	60.10
	Higher (Masters and Doctoral Degree)	67	39.90
	Total	168	100
Specialization	MAPEH	53	31.50
	NON-MAPEH	115	68.50
	Total	168	100

Table 1 reveals that 80 respondents or 47.60% belong to the younger group (below 40 years old) while 88 or 52.40% belong to the older group (40 years old and above). With regards to civil status, 48 respondents or 28.60% were single while 120 respondents or 71.40% are married. In terms of teachers' specialization, 53 respondents or 31.50% are MAPEH majors and 115 respondents or 68.50 are Non-MAPEH teachers. As to Age distribution the sample is fairly balanced, with a slight majority (52.40%) being 40 years old and above, indicating a mix of younger and more experienced individuals.

Level of Motivation of Teachers in Teaching MAPEH in the New Normal According to the Areas, Intrinsic and Extrinsic

Table 2
Level of Motivation of Teachers in Teaching MAPEH in the New Normal According to the Area Intrinsic

Items	Mean	Interpretation
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I am motivated as a MAPEH teacher because I...

1. Enjoy in looking for fun lesson ideas after works.	4.58	Very High Level
2. See my students learn.	4.65	Very High Level
3. Have specific, clear goals/targets to aim for in my job.	4.58	Very High Level
4. Have specific, clear goals/targets to aim for in my job.	4.53	Very High Level
5. Enjoy training to acquire and improve my knowledge, skills and attitudes towards my work.	4.09	High Level
6. Set deadlines in every work I do.	4.42	High Level
7. Set my heart in doing my best and making a very favorable impression.	4.63	Very High Level
8. Understand the importance of my goals/targets in relation to the overall objective of the organization.	4.58	Very High Level
9. Love my work and organization.	4.67	Very High Level
10. Can make a lot of choices in every task assigned to me.	4.32	High Level
Overall Mean	4.50	Very High Level

The overall motivation level of MAPEH teachers in the New Normal context is very high, indicating a strong intrinsic drive to fulfill their teaching roles effectively. The item with the highest mean is "Love my work and organization" (4.67 - Very High Level), means that teachers' passion and commitment to to work is very high. The item with the lowest mean is "Enjoy training to acquire and improve my knowledge, skills, and attitudes towards my work" (4.09 - High Level), means teachers enthusiasm for training is comparatively lower than other intrinsic motivators. Lower motivation for training suggests that teachers may face certain barriers to professional development like time constraints due to workload, making it difficult to prioritize training. The study of Kumari (2023) identified the factors influencing teachers' motivation and evaluate the influence of motivation on teachers' job performance in private schools in Mirpurkhas, Pakistan. It was found that motivation significantly influences teachers' job performance. The study revealed that self-determined and non-self-determined motivation and factors influencing teachers' motivation significantly impact teachers' job performance. The administration must formulate teachers' motivational policies and practices to meet their needs. Furthermore, school administrations should provide adequate resources like bonuses, rewards, good communication, moral support, emotional support, and an increment in salaries to ensure quality learning and yield high performance from their teaching staff to improve the relevant education system.

Table 3

Level of Motivation of Teachers in Teaching MAPEH in the New Normal According to the Area Extrinsic

Items	Mean	Interpretation
I am motivated as a MAPEH teacher because of the...		
1. competitive pay given by the institutions/company	3.92	High Level
2. conducive company policies and working conditions	3.92	High Level
3.institution's fair and equitable reward scheme.	3.93	High Level
4. recognition by my immediate supervisor for a job well done.	3.90	High Level
5. opportunities to attend seminars and training.	3.90	High Level
6. availability of gadgets and teaching materials as rewards.	3.53	High Level
7. appreciation and commendation in every accomplishment.	3.93	High Level
8. opportunity to go on travel places	3.48	Moderate Level

9. compensation and fees received on special events	3.38	Moderate Level
10. promotion purposes.	3.66	High Level
Overall Mean	3.76	High Level

Table 3 reveals a "high level" of extrinsic motivation of teachers in teaching MAPEH in the new normal with a mean score of 3.76. The highest mean scores on "institution's fair and equitable reward scheme" and "appreciation and commendation in every accomplishment" both having a mean score of 3.93, means that teacher highly value fairness in rewards and recognition for their efforts. The lowest mean score on "Compensation and fees received on special events" got 3.38, moderate level, indicates that teachers perceive compensation for special events as less motivating compared to other extrinsic factors. It suggests that the current practices in this area may not meet their expectations or adequately recognize their contributions during special events. Many teachers in the Philippines, including those in DepEd, are required to perform duties beyond their regular teaching hours, such as attending meetings, preparing materials, or participating in school events. While these extra duties are recognized, the compensation for them is often in the form of service credits, which can be used for promotions or other benefits, rather than direct financial compensation. For instance, a teacher might be required to attend a school-wide meeting on a Saturday, but instead of receiving overtime pay, they might be awarded service credits for their attendance (Chan-Robles, 2021).

Level of Difficulties of Teachers in Teaching MAPEH in the New Normal According to the Areas, Instructional Delivery, Content Knowledge, Assessment of Learning and Learning Resources

Table 4

Level of Difficulties of Teachers in Teaching MAPEH in the New Normal According to the Area Instructional Delivery

Items	Mean	Interpretation
As a MAPEH teacher I find it difficult in...		
1. providing activities where learners feel safe to ask questions.	3.37	Moderate Level
2. utilizing group discussions for learners to critically think about the lesson.	3.32	Moderate Level
3. using learners' own "schema" in resolving issues.	3.58	High Level
4. providing opportunities for Learners to talk about what they learn	3.52	High Level
5. providing insights on what they learned in the form of realizations.	3.46	Moderate Level
6. giving learners tasked to produce or create new knowledge	3.51	High Level
7. considering the socio-cultural background of the learners	3.52	High Level
8. making sure that learners create and produce an output	3.55	High Level
9. immersing learners to integrate different disciplines from a given lesson.	3.55	High Level
10. providing mechanisms for learners to see the connections of their prior learning	3.49	High Level
Overall Mean	3.49	Moderate Level

Table 4 shows that MAPEH teachers' difficulties in delivering lesson contents in the new normal was "moderate" with a mean score of 3.49. The highest mean scores "using learners' own schema in resolving issues" with a mean of 3.58 interpreted as "high level", indicate that teachers face significant difficulty in encouraging learners to use their prior knowledge ("schema") to resolve issues and produce creative outputs. The lowest mean scores "utilizing group discussions for learners to critically think about the lesson" got a mean score of 3.32, moderate level, which means manageable difficulty in leveraging group discussions for critical thinking. The results indicate the need to improve Group Facilitation Skills by Providing professional development in facilitating group discussions could help teachers overcome this challenge. Imbibing to the learners the technologically, globally and collaboratively equipped factors that consider success in teaching – learning process. Effectiveness of these approaches may vary depending on the

subjects, strategies and methods used in teaching. In teaching the subject MAPEH, different approaches must be employed. The utilization of innovative strategies for Inquiry Based, Collaborative, Integrative and Constructivist vary from different techniques used in teaching MAPEH is commendable yet need to be more effective (Carag, 2020).

Table 5

Level of Difficulties of Teachers in Teaching MAPEH in the New Normal According to the Area Content Knowledge

Items	Mean	Interpretation
As a MAPEH teacher I find it difficulty in...		
1 Demonstrating my lesson using musical instrument	3.49	High Level
2 Singing notes of musical pieces	3.49	High Level
3 Distinguishing varied tempos and rhythms	3.49	High Level
4 Applying dynamics and harmony of music	3.48	Moderate Level
5 organizing choral or musical ensembles	3.51	High Level
6 Demonstrating appropriate body management	3.41	Moderate Level
7 Applying fundamental movements patterns and motor skills	3.42	Moderate Level
8 Utilizing simple, lead-up and indigenous games.	3.48	Moderate Level
9 Performing rhythmical movements and appreciation of Philippine folk dances	3.48	Moderate Level
10. Conducting and interpreting physical fitness tests results for appropriate interventions.	3.44	Moderate Level
Overall Mean	3.47	Moderate Level

The overall mean score is 3.47, interpreted as "moderate level", which indicates that teachers face moderate difficulties in teaching MAPEH content knowledge in the new normal. The highest mean scores of 3.51 for "organizing choral or musical ensembles" indicate that teachers find organizing choral or musical ensembles particularly challenging. This may stem from limited resources or lack of training in ensemble management. The lowest mean scores of 3.41 for "demonstrating appropriate body management" implies that demonstrating appropriate body management is perceived as less difficult compared to other items. This suggests that teachers may feel more confident in this area, possibly due to prior experience or familiarity with physical education techniques. Motivated teachers are likely to be more engaged, perform to their highest potential and positively affect those around them. On the other hand, teachers with low motivation may lack interest in their work, disengage from peers and students and perform at a minimum rate or less. The toxicity that can arise from unmotivated teachers can infiltrate a school community, potentially causing great damage. Teacher motivation is linked to student learning in many ways. Thus, understanding teacher motivation at the foundation can assist with improving it and addressing it (Akhmetova, 2020).

Table 6

Level of Difficulties of Teachers in Teaching MAPEH in the New Normal According to the Area Assessment of Learning

Items	Mean	Interpretation
As a MAPEH teacher I find it difficult in...		
1. Choosing appropriate assessment method to be used in assessing learner's performance	3.45	Moderate Level
2. Developing output-based assessment tools	3.45	Moderate Level
3. Making a table of specifications	3.50	High Level
4. applying the results with appropriate intervention	3.52	High Level

5. formulating rubrics in rating performance tasks	3.49	Moderate Level
6. communicating the assessment results to the learners and parents.	3.40	Moderate Level
7. Utilizing digital assessment platforms and tools	3.42	Moderate Level
8. Constructing varied forms of formative assessments.	3.46	Moderate Level
9. Utilizing and interpreting standardized assessment tools.	3.48	Moderate Level
10. Interpreting and analyzing test results.	3.50	High Level
Overall Mean	3.47	Moderate Level

The overall mean score of 3.47 interpreted as "moderate level" suggests that MAPEH teachers face moderate difficulties in assessing learning in the new normal. Lowest Mean Score of 3.40 for "Communicating the assessment results to the learners and parents" means that Teachers face comparatively lower difficulty in sharing assessment results with learners and parents. This suggests confidence in their ability to convey information, although the process may still be hindered by technology or communication barriers.

Highest mean score of 3.52 for "Applying the results with appropriate intervention" indicates that teachers find it challenging to translate assessment results into meaningful interventions. This difficulty may stem from limited training in data analysis or constrained access to intervention resources. Hegwood (2023) has a parallel take on this. According to him, in the "new normal" in Indian education, teachers face challenges including adapting to technology, managing diverse classrooms, addressing student mental health, and navigating the pressures of high-stakes testing. Teachers need to be proficient in using various educational technologies, which can be challenging, especially for those with limited training or access to resources. Unequal access to technology and reliable internet connectivity creates a digital divide, making it difficult for teachers to effectively reach all students, especially those in rural areas. Also, Teachers need to develop skills in designing and delivering engaging online lessons, which requires ongoing training and support. Some teachers face the challenge of managing diverse classrooms with students of varying learning styles, abilities, and backgrounds.

Table 7

Level of Difficulties of Teachers in Teaching MAPEH in the New Normal According to the Area Learning Resources

Items	Mean	Interpretation
As a MAPEH teacher I find it difficulty in...		
1. Equipment in sports are not enough to meet learners' needs.	3.60	High Level
2. Facilities for Music, Arts, P.E. and Health are not adequate	3.64	High Level
3. Musical Instruments are not all available	3.65	High Level
4. Storage rooms for equipment are lacking	3.40	Moderate Level
5. Art Materials are not sufficient.	3.39	Moderate Level
6. Lack of MAPEH program to finance its needs	3.54	High Level
7. Lack of Digital instructional materials for MAPEH	3.46	Moderate Level
8. Lack of MAPEH major/teachers	3.35	Moderate Level
9. Lack of Physical fitness tools, equipment and facilities	3.57	High Level
10. Lack of musical instruments, and facilities for music classes	3.63	High Level

Overall Mean 3.52 High Level

The Overall Mean score of 3.52, which is on "high level" indicates that teachers face significant challenges in accessing adequate learning resources for teaching MAPEH in the new normal. This suggests a pressing need for institutional support to address resource gaps. The lowest mean score of 3.35 for the "Lack of MAPEH major/teachers" indicates a relatively lower problem for the lack of MAPEH majors or specialized teachers. The highest mean score which is 3.65 for "Musical instruments are not all available" is mainly attributed to the physical unavailability of musical instruments. In Malaysia's "new normal," teachers face challenges including adapting to online teaching, managing diverse student needs, and addressing technological limitations, while also grappling with workload and maintaining student engagement. Some of the technological and pedagogical challenges include: lack of technological skills and resources, transition to online learning, course design and delivery, and student engagement (Vitales, 2021).

Table 8
Level of Performance of Teachers during the School Year 2021-2022

Teachers	N	Mean	Interpretation
Performance	168	4.71	Outstanding

The average rating of 168 respondents appeared as "outstanding" with a mean score of 4.71. While this figure brings positivity and improvement among MAPEH teachers in the division, this may indicate two (2) significant viewpoints: first, the IPCRF rating which was used during in-person season was used in assessing teacher's performance in the new normal, while teachers are at home. There must be a different set of evaluation criteria because teachers were way exerting efforts in preparing lessons for digital presentations, in the new normal. Second, there are a lot of teacher activities that would have done in school which are not for online activities – like the conduct of action research, innovations, income generating projects, and others – which could have pulled further teachers' performance. According to Ngabiyanto (2021) the issue of teacher performance in Indonesia and the factors that influence it during the pandemic, whether in public or private schools, has not received much attention from researchers. Most researchers focus on teacher performance in terms of the effectiveness of online learning. Therefore, it is essential to further elaborate on teachers' performance and the factors influencing them, both government-employee teachers and private teachers, during this pandemic. Second, the status of these teachers is often discussed in several studies; they looked at the comparison between public and private schools in Indonesia.

Comparative Analysis in the Level of Motivation of Teachers in Teaching MAPEH in the New Normal According to the Areas, Intrinsic and Extrinsic when grouped and compared according to the Variables, Age, Civil Status, Highest Educational Attainment and Specialization

Table 9
Difference in the Level of Motivation of Teachers in Teaching MAPEH in the New Normal in the Area Intrinsic According to Variables

According to variables							
Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	86.19	3385	0.666	0.05	Not Significant
	Older	88	82.97				
Highest Educational Attainment	Single	48	98.03	2230.50	0.022		Significant
	Married	120	79.09				
	Lower	101	82.97	3229.00	0.614		Not Significant
	Higher	67	86.81				
Specialization	MAPEH	53	93.04	2595.00	0.120		Not Significant
	NON-MAPEH	115	80.57				

When grouped according to there is no significant difference in intrinsic motivation between younger and older teachers. In terms of Civil Status there is a significant difference between single and married teachers, with single teachers having higher motivation. As to Highest Educational Attainment there is No significant difference. As to

their Specialization there is no significant difference between MAPEH and non-MAPEH specialists. Age, Educational Attainment, and Specialization do not significantly impact intrinsic motivation. This implies that motivation is consistent across different demographics, suggesting that institutional, environmental, or systemic factors may play a larger role in shaping intrinsic drive. To address the constant calls for teacher motivation research, Han (2020) conducted a comprehensive review of teacher motivation studies conducted from diversified theoretical perspectives. Five research areas related to teacher motivation research have been identified: influencing factors of teacher motivation; teacher motivation and teaching effectiveness; teacher motivation and student motivation; teacher motivation research across different disciplines; and the instruments for assessing teacher motivation.

Table 10

Difference in the Level of Motivation of Teachers in Teaching MAPEH in the New Normal in the Area Extrinsic According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	96.89	2528.5	0.002		Significant
	Older	88	73.23				
Civil Status	Single	48	97.44	2259.00	0.029	0.05	Significant
	Married	120	79.33				
Highest Educational Attainment	Lower	101	84.52	3381.00	0.994		Not Significant
	Higher	67	84.46				
Specialization	MAPEH	53	82.30	2931.00	0.690		Not Significant
	NON-MAPEH	115	85.51				

When grouped according to Age the younger teachers have significantly higher extrinsic motivation than older teachers. When grouped according to Civil Status single teachers show higher extrinsic motivation than married teachers. When grouped according to Highest Educational Attainment there is no significant difference in motivation based on educational attainment. When grouped according to Specialization there was no significant difference between MAPEH and non-MAPEH specialists. The result shows that Highest Educational Attainment does not impact extrinsic motivation, meaning both lower and higher credentialed teachers respond similarly to external incentives. Specialization in MAPEH or non-MAPEH also does not affect extrinsic motivation, suggesting reward structures need to be universally applicable rather than specialization-based. On the other hand, the significant differences imply that there is a higher motivation among younger teachers. Younger educators may be more receptive to external rewards such as career advancement opportunities, professional development programs, or financial incentives. The study of Kumari (2023) identified the factors influencing teachers' motivation and evaluate the influence of motivation on teachers' job performance in private schools in Mirpurkhas, Pakistan. It was found that motivation significantly influences teachers' job performance. The study revealed that self-determined and non-self-determined motivation and factors influencing teachers' motivation significantly impact teachers' job performance. The administration must formulate teachers' motivational policies and practices to meet their needs.

Comparative Analysis in the Level of Difficulties Encountered by Teachers in Teaching MAPEH in the New Normal According to the Areas, Instructional Delivery, Content Knowledge, Assessment of Learning and Learning Resources when grouped and compared according to the Variables, Age, Civil Status, Highest Educational Attainment and Specialization

Table 11

Difference in the Level of Difficulties Encountered by Teachers in Teaching MAPEH in the New Normal in the Area Instructional Delivery According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	76.28	2862.00	0.036	0.05	Significant
	Older	88	91.98				

Civil Status	Single	48	80.15	2671.00	0.462	Not Significant
	Married	120	86.24			
Highest Educational Attainment	Lower	101	86.77	3154.50	0.457	Not Significant
	Higher	67	81.08			
Specialization	MAPEH	53	91.07	2699.50	0.234	Not Significant
	NON-MAPEH	115	81.47			

When grouped according to Age, there is a significant difference. This is due to the fact that older teachers experience significantly more difficulties in instructional delivery compared to younger teachers. When grouped according to Civil Status there is no significant difference in instructional delivery difficulties between single and married teachers. When grouped according to their Highest Educational Attainment there is also no significant difference. When grouped according to Specialization there is no significant difference between MAPEH and non-MAPEH specialists. As to the profile variables with NO significant differences, the result shows that Civil Status does not affect instructional difficulties, meaning that both single and married teachers face similar challenges. Demir (2020) examined teachers' work motivation that actively affects students' engagement based on Self-Determination Theory. Study group of this research consists of 289 teachers from 29 elementary schools in the province of Edirne, Turkey. The results of the study indicated that student engagement was predicted significantly by primary school teachers' intrinsic motivation and extrinsic motivation. While teachers' extrinsic motivation has also a direct and positive influence on student engagement, their intrinsic motivation is the most important predictor of student engagement. Teachers' extrinsic motivation had also strong and significant positive effects on their intrinsic motivation. Therefore, the principals should be to enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic rewards.

Table 12

Difference in the Level of Difficulties Encountered by Teachers in Teaching MAPEH in the New Normal in the Area Content Knowledge According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	81.73	3298.00	0.479	0.05	Not Significant
	Older	88	87.02				
Civil Status	Single	48	77.31	2535.00	0.224	0.05	Not Significant
	Married	120	87.38				
Highest Educational Attainment	Lower	101	85.81	3251.00	0.667	0.05	Not Significant
	Higher	67	82.52				
Specialization	MAPEH	53	90.99	2703.50	0.239	0.05	Not Significant
	NON-MAPEH	115	81.51				

When grouped according to Age there is No Significant difference the difficulties of teachers in content knowledge between younger and older teachers. When grouped according to Civil Status there is also No significant difference between single and married teachers. As to the Highest Educational Attainment there is No significant difference based on educational attainment. As to their Specialization there is No significant difference between MAPEH and non-MAPEH specialists. The challenges of MAPEH teachers with Content knowledge are consistent across demographics. Since none of the variables yielded significant results, this suggests that age, civil status, education level, and specialization do not strongly influence how teachers experience difficulties in MAPEH content knowledge. This implies that institutional factors such as curriculum structure, training accessibility, and teaching resources may have a greater impact on content-related difficulties than individual teacher characteristics. Broader instructional challenges may be system-driven rather than individual-driven.

Table 13

Difference in the Level of Difficulties Encountered by Teachers in Teaching MAPEH in the New Normal in the Area Assessment of Learning According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	74.66	2732.50	0.012		Significant
	Older	88	93.45				
Civil Status	Single	48	79.02	2617.00	0.354	0.05	Not Significant
	Married	120	86.69				
Highest Educational Attainment	Lower	101	87.15	3116.00	0.385		Not Significant
	Higher	67	80.51				
Specialization	MAPEH	53	91.31	2686.50	0.216		Not Significant
	NON-MAPEH	115	81.36				

When grouped according to Age results showed that there is significant difference. Older teachers face significantly more difficulties in assessment of learning than younger teachers. When grouped according to Civil Status result shows no significant difference in the difficulties of MAPEH teachers in the assessment between single and married teachers. When grouped according to Highest Educational Attainment result showed no significant difference as well. Finally, when grouped according to Specialization result showed no significant difference between MAPEH and non-MAPEH specialists. As to the variables with no significant difference, Civil Status does not influence assessment difficulties, meaning both single and married teachers experience similar challenges in conducting evaluations. Highest Educational Attainment also does not impact assessment difficulties, indicating that formal academic qualifications do not strongly affect assessment effectiveness. Specialization does not create differences, implying that both MAPEH and non-MAPEH educators encounter assessment challenges at similar levels. There was a significant difference when grouped according to Age. Vitales (2023) explored the prevailing concerns of virtual classroom learning to come up with a program that benefits learners and educators in the country. Results revealed that the respondents' considered themselves physically prepared; but they are not psychological-emotionally and financially prepared in their virtual classroom learning. The students experienced challenges in terms of teacher, curriculum and resources factors. The students perceived that most teachers are unaware that learners differ in terms of capabilities in online learning; thus, they prefer a student-friendly curriculum; and they suggested that the capability of students to have appropriate gadgets and internet connectivity should be looked into by the educators. Significant differences were established between the profile characteristics and preparedness and challenges experienced by the students in their virtual classroom learning.

Table 14

Difference in the Level of Difficulties Encountered by Teachers in Teaching MAPEH in the New Normal in the Area Learning Resources According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	89.34	3133.00	0.217		Not Significant
	Older	88	80.10				
Civil Status	Single	48	82.34	2776.50	0.715	0.05	Not Significant
	Married	120	85.36				
Highest Educational Attainment	Lower	101	82.91	3223.00	0.602		Not Significant
	Higher	67	86.90				
Specialization	MAPEH	53	84.08	3025.00	0.939		Not Significant
	NON-MAPEH	115	84.70				

Key findings of the study showed that when grouped according to Age, there is no significant difference in the difficulties encountered by MAPEH teachers between younger and older teachers in accessing Learning Resources.

When grouped according to Civil Status there is also no significant difference between single and married teachers. When grouped according to their Highest Educational Attainment there is also no significant difference based on educational attainment. And when grouped according to Specialization, there is no significant difference between MAPEH and non-MAPEH specialists. This implies that the challenges in Learning Resources affect teachers consistently across all demographics. Comparative Analysis in the Level of Performance of Teachers when grouped and compared according to the Variables, Age, Civil Status, Highest Educational Attainment and Specialization

Conclusions:

The high level of Intrinsic factors that keep teachers' motivation on very high level signifies that these MAPEH teachers are strongly driven by personal fulfillment, passion for teaching, and commitment to student success. Whereas, the External factors such as salary, rewards, recognition, and career advancement play a comparatively smaller role in motivating teachers. Although rated the lowest, teachers still struggle with assessment, particularly in choosing appropriate methods, developing rubrics, and interpreting results. Teachers' overall performance came out as Outstanding. There are a lot of teacher activities that would have been done in school which are not for online activities – like the conduct of action research, innovations, income generating projects, and others – which could have pulled further teachers' performance. The significant result for civil status in extrinsic suggests that single educators may be more responsive to career-based incentives. The significant differences in the difficulties encountered by teachers showed that older teachers face significantly more difficulties than younger teachers in instructional delivery. The significant differences in the level of performance of MAPEH teachers showed that teachers with lower educational attainment perform significantly better than those with higher credentials. Schools could reassess professional development strategies to ensure that higher-degree holders receive support in practical teaching approaches. The significant relationship between motivation and performance indicates that higher motivation directly corresponds to higher performance confirming that motivation plays a crucial role in teacher performance. There is no significant relationship between the difficulties encountered by teachers and their performance. The data shows that the relationship between these two is not statistically significant, meaning the level of difficulties teachers face does not strongly impact their overall performance. Despite the challenges encountered, teachers are able to maintain their performance, suggesting resilience and adaptability. This could indicate that experience, coping mechanisms, or external support help teachers navigate instructional challenges without a direct decline. There is no significant relationship between teachers' motivation and the difficulties they encountered, meaning the level of motivation does not strongly influence the level of difficulties experienced by teachers. While motivation is essential for engagement and performance, it does not significantly impact the level of difficulties teachers face in MAPEH instruction. This suggests that external challenges (e.g., resource constraints, curriculum complexity, infrastructure issues) may be stronger determinants of teaching difficulties than intrinsic motivation.

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