



Teachers' Motivation and Adaptability

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Abstract:

Teachers are the most critical factor in a generation's education process, so they must perform in the educational activity. This study aimed to determine the Senior High School teachers' motivation and adaptability in the new normal in a District under a large-sized School Division in Central Philippines during the School Year 2021–2022. Quantitative data for this study was gathered from 70 teacher respondents using a researcher-made questionnaire that has passed the validity and reliability. The analysis showed a very high level of intrinsic and high level of extrinsic motivation of the Senior High School Teachers in the new normal when grouped according to age, sex, civil status, and educational attainment. The level of adaptability of the SHS Teachers in the new normal in alternative working arrangement and learning modality is high level while in working environment is very high level for all categories, except the older, male and with lower educational attainment with high level when grouped according to the aforementioned variables. There is no significant difference in the level of SHS Teachers' motivation in intrinsic and extrinsic domain when grouped according to variables. There is no significant difference in the level of adaptability of SHS teachers in the new normal in the areas of working environment, AWA (Alternative Working Arrangement) and learning modality when grouped according to the aforementioned variables while there is a significant difference when grouped according to sex. It is recommended that teachers' motivation and adaptability be boosted by supporting and providing a healthy environment.

Keywords: Education, intrinsic motivation, extrinsic motivation, adaptability, performance, alternative working arrangement, working environment, learning modality

Introduction:

Nature of the Problem

The COVID-19 pandemic has changed the normal course of activities around the world. The measures implemented to slow down the spread of the disease and its impact on the health system have also suggested a change in population dynamics. In the educational aspect, the paradigm of traditional education had to change completely to a remote environment, representing a challenge for students, teachers, and education institutions (Chávez-Miyauchi et al., 2021).

Kuncoro and Dardiri (2017) discussed that teachers' performance is one's work result or success rate over a certain period in performing tasks compared to various possibilities that have been predetermined and agreed upon, and one's performance is based on daily tasks and responsibilities assigned to them. They further stated that teachers should have pedagogical, personality, social, and professional competency because performance appraisal has several benefits, namely for implementing a reward and punishment system, providing feedback for teachers to develop their competencies, identifying training needs, and diagnosing problems.

When the supervisors of the said district were asked, teachers were able to have difficulty adjusting to the sudden shift in the learning modality. Some still needed to be ready to adapt to the changes. This was because all of the teachers were used to face-to-face classes. Therefore, teachers were provided training and activities in order to cope with the sudden changes in the education system. However, more was needed to have an effective teaching performance.

Thus, the enormous and sudden shift of the scenario in the educational system in the Philippines has motivated the researcher to explore ideas to help uplift the motivation and adaptability of teachers in public schools with corresponding high regard to individual work performance.

Current State of Knowledge



Today's organizations are facing dynamic and changing environments that emphasize the importance of enhanced organizational flexibility and adaptation. Individual adaptability is widely acknowledged as a key quality for today's employees and has even been proposed as a third type of job performance in addition to task and contextual performance. In both the scientific literature and the popular press, authors have emphasized the importance of organizational and individual adaptability for organizations' competitiveness, performance, or survival, usually without providing a careful explanation of the term and its meaning (Dam & Nederland, 2019).

In the Philippines, teachers' motivation in the new normal has been significantly impacted by the shift to online learning environments during the COVID-19 pandemic. Research indicates that teachers have faced challenges and issues with online learning, leading to lower motivation levels due to social, mental health, and time management issues. The emergence of the new normal in education has redefined traditional teaching methods, requiring teachers to adapt to online platforms and address students' motivational needs in this new educational landscape (Diocos, 2022).

Teachers new to distance learning may feel unprepared to facilitate teaching and, thus, need technical, pedagogical, and time management support. Schools were able to cope with the challenges of the new normal education. Meanwhile, teachers experienced stress and burnout. Instruction heavily relies on technology, leaving the teachers not fully prepared and lack of competence. In this regard, digital literacy gains recognition as the key tool for lifelong learning and is a valuable ability for the industry. However, it still has its downside due to high costs and maintenance, accessibility to online platforms and resources, and incompetence in its use (Villarejo et al., 2022).

Teaching work involves novelty, change, and uncertainty daily. It discusses the importance of adaptability for teachers and their healthy and effective functioning in the workplace. Also, it discusses assessing adaptability and describes several important implications for practice and research relevant to developing teachers' adaptability and furthering knowledge in this vital area (Collie, 2016).

Theoretical Underpinning

This study was anchored on different theories. One of the theories used in this study was the self-determination theory (SDT), which was proposed by Edward L. Deci and Richard M. Ryan; it is one pertinent theory concerning teachers' motivation. According to Self-Determination Theory (SDT), a macro-theory of human motivation, people have psychological requirements for relatedness, autonomy, and competence that must be met to promote motivation (Deci & Ryan, 2017). SDT contends that when it comes to teachers' motivation, they are most driven when they have a sense of agency over their instructional strategies, have chances to advance their professional development, and form deep bonds with students in an educational setting.

Another theory in which this study is anchored is the Cognitive flexibility theory by Richard Spiro, Paul Feltovich, Michael Jacobson, and Richard Coulson (1992). This theory highlights the cognitive processes involved in adjusting to new information and changing conditions, and it is mostly applied to the field of education. Also, this theory states that people with great cognitive flexibility can quickly transition between various ideas, viewpoints, and approaches to problem-solving. Regarding the adaptability of teachers, this theory suggests that those who possess a high degree of cognitive flexibility are better able to modify their methods of instruction, instructional strategies, and classroom management techniques to suit the changing needs of the learning environment.

Understanding how these cognitive and motivational factors interplay enhance the study's ability to offer comprehensive recommendations for improving teachers' motivation, adaptability, and overall performance in the evolving educational paradigm.

Objectives

The study aimed to determine the Senior High School teachers' motivation and adaptability, in the new normal in a district of a large-sized school division in Central Philippines during the School Year 2021 – 2022. Specifically, it sought to determine 1) the level of motivation of Senior High School Teachers in the new normal in intrinsic and extrinsic domains; 2) the level of adaptability of SHS Teachers in the new normal in Alternative Working Arrangement (AWA), learning modality and working environment 3) the significant difference in the level of motivation of Senior High School teachers in the new normal when grouped according to the aforementioned variables 4) significant difference in the level of adaptability of Senior High School teachers in the new normal when grouped according to the aforementioned variables.

Research Methodology:

This Section discusses the research methodology used, the study's respondents, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedures for data analysis.



Research Design

This study used the descriptive research design to determine the Senior High School teachers' motivation and adaptability in the new normal in a district of a large-sized school division in Central Philippines during the School Year 2021 – 2022. According to Bryman and Bell (2019), descriptive research design consists of collecting and analyzing data through various methods, such as surveys, interviews, observations, and secondary data analysis.

Respondents

The respondents of the study were the 70 Senior High School teachers of the four schools of a large-sized school division in Central Philippines during the School Year 2021 – 2022, using purposive sampling.

Instrument

This paper used a researcher-made questionnaire to gather the data, mainly from teacher-respondents. It was subjected to validity (4.84 – excellent) and reliability (0.863 – good and 0.928 – excellent). All of them were interpreted as worthy and good, respectively. This composed of three parts. Part I dealt with the profile of the respondents. Part II contained topics that determine the teachers' motivation in extrinsic and intrinsic. Part III contained topics that determine teachers' adaptability in terms of AWA (Alternative Working Arrangement), learning modality and working environment as to always, often, sometimes, rarely and almost never.

Data Gathering Procedure

After the research instrument was found valid and reliable, the researcher asked permission from the principals of each school in a district of a large school division in Central Philippines through letters sent to their offices to gather the data needed in this study. The survey questionnaire was given personally by the researcher to the respondents upon approval of the letter. The data acquired from the respondents' responses were tallied and tabulated using the proper statistical methods. The raw data were translated into numerical ratings, which made tabular presentations, statistical derivations, and computer processing possible. The data above were processed on a computer using the SPSS.

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive-analytical scheme and mean as a statistical tool to determine the level of teachers' motivation in the new normal in terms of intrinsic and extrinsic domains.

Objective No. 2 also used a descriptive-analytical scheme and mean as a statistical tool to determine the level of adaptability of Senior High School teachers in the new normal in terms of Alternative Working Arrangement (AWA), learning modality and working environment.

Objective No. 3 used the comparative analytical scheme and Mann-Whitney U test to determine if there was a significant difference in the level of motivation of Senior High School teachers in the new normal when grouped according to the aforementioned variables.

Objective No. 4 used the comparative analytical scheme and Mann-Whitney U test to determine if there was a significant difference in the level of adaptability of Senior High School teachers in the new normal when grouped according to the aforementioned variables.

Ethical Considerations

The respondents' identities were kept secret or anonymous, and they were also guaranteed that self-identifying statements and information were not included. Anonymity and confidentiality are essential because they safeguard the privacy of persons who willingly consent to participate in research. The possible harm to the participants, the researcher, the larger community, and the institution was considered in the study. The harm can be in the form of distress, shame, and worry, which are difficult to anticipate or manage, as well as bodily harm, resource loss, emotional harm, and reputational impairment.

Results and Discussion

This section presents the data gathered in connection with the objectives of the study and analyses of these data facilitated by the identified appropriate statistical tools. It interprets the results derived from the analyses.

Table 1

Motivation of Senior High School (SHS) Teachers in the New Normal in Intrinsic Domain



Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. I am given assignments that inspire, test, and stretch my abilities.	4.41	High level
2. derive much pleasure from learning new things.	4.76	Very high level
3. show loyalty and commitment wholly to the teaching profession itself.	4.71	Very high level
4. perform my role with utmost dedication, instill allegiance, and cultivate a love of country.	4.79	Very high level
5. maintain the highest possible degree of morale and qualification standards.	4.80	Very high level
6. build an atmosphere of trust and encourage openness and tolerance among colleagues.	4.80	Very high level
7. participate in professional development.	4.73	Very high level
8. have faith in God, practice self-respect, and always have compassion for all people.	4.90	Very high level
Overall Mean	4.74	Very high level

Table 1, on the level of motivation of Senior High School teachers in the new normal in the area of intrinsic revealed an overall mean of 4.74, interpreted as a "very high level." Moreover, it was revealed that item 8, "have faith in God, practice self-respect, and always have compassion to all people," obtained the highest mean of 4.90, interpreted as "Very High Level." In contrast, item 1 "am given assignments that inspire, test, and stretch my abilities" got the lowest mean of 4.41, interpreted as "High Level." It implies a potential area for improvement or focus. Teachers may feel that their assignments must sufficiently challenge or allow them to utilize their abilities fully. This indicates a need for curriculum enhancement or professional development opportunities that focus on creating more stimulating and engaging tasks. Additionally, teachers may desire more opportunities for professional growth and development that are aligned with their personal interests and professional goals. Addressing these concerns through feedback mechanisms, open communication channels, and opportunities for teacher input in curriculum planning can help improve overall job satisfaction and motivation. Encouraging innovation in teaching methods and curriculum design and recognizing and rewarding excellence in designing and implementing challenging assignments can foster a more motivated and engaged teaching workforce in the new normal of senior high school education.

Table 2
Motivation of SHS Teachers in the New Normal in Extrinsic Level

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. I am given credits for my accomplishments at work	4.00	High level
2. I always receive compliments from my superiors.	4.03	High level
3. receive support from my colleagues and friends.	4.21	High level
4. promote the implementation of innovations in the school for my professional growth.	4.33	High level
5. I am recognized for my contributions to the school	4.01	High level
6. receive awards and recognitions in my school.	4.10	High level
7. I am given guidance and positive feedback on my work.	4.21	High level
8. am encouraged to perform better in order to achieve high evaluation	4.46	High level
Overall Mean	4.17	High level

Table 2, in the Level of SHS teachers' motivation of respondents in the new normal in the area of Extrinsic reveals that the overall mean of 4.17 is interpreted as "High Level." Moreover, the highest mean of 4.46, which is interpreted as "High Level," was obtained by item 8, "am encouraged to perform better in order to achieve high evaluation." In contrast, the lowest mean of 4.00, interpreted as "High Level," was obtained by item 1: "am given credits to my accomplishments at work." It implies the potential areas for enhancement despite respondents' overall high level of extrinsic motivation. This item underscores the importance of recognizing and rewarding teachers' accomplishments through a system of credits. Administrators and policymakers need to evaluate the existing recognition and reward system to ensure its transparency, fairness, and alignment with teachers' actual contributions.

Table 3
Adaptability of SHS Teachers in the New Normal in AWA (Alternative Working Arrangement)

Items	Mean	Interpretation
<i>As a teacher, I am...</i>		
1. comfortable with the work arrangement given to me.	4.27	High level
2. able to perform better in the schedule given to me.	4.34	High level



3. flexible in the new working arrangement.	4.41	High level
4. capable of finishing my tasks on time.	4.29	High level
5. I find myself more productive in my work.	4.34	High level
6. follow the schedule of duty assigned to me.	4.57	Very high level
7. adjust to the changes in my working arrangement.	4.56	Very high level
8. comply with the requirements for submission regarding the working arrangement.	4.50	Very high level
Overall Mean	4.41	High level

Table 3, on the Adaptability of SHS Teachers in the New Normal in AWA (Alternative Working Arrangement) received an overall mean score of 4.41, interpreted as "High Level." In addition, the highest mean of 4.57, interpreted as "Very High Level," was obtained by item 6, "follow the schedule of duty assigned to me". In contrast, the lowest mean of 4.27, interpreted as "High Level," was obtained by item 1, "comfortable with the work arrangement given to me." This implies an opportunity for improvement despite the overall high level of adaptability among SHS teachers in the new normal. While teachers generally exhibit adaptability in their work arrangements, there may be some who do not feel entirely comfortable with their current setup. . This insight can guide efforts to tailor work arrangements to suit individual preferences and circumstances better, ultimately fostering a more supportive and productive work environment. Additionally, providing training and resources to support teachers adjusting to their work arrangements can enhance their comfort and overall well-being.

Table 4
Adaptability of SHS Teachers in the New Normal in Learning Modality

Items	Mean	Interpretation
As a teacher, I have adapted to my job because I ...		
1. easily adapt to the learning modality.	4.37	High level
2. find it easy in looking for the modules of the subject/s that I teach.	4.39	High level
3. make sure that my modules are always complete and ready for distribution.	4.36	High level
4. regularly update the parents on the learner's performance.	4.31	High level
5. give priority to the lessons in different modalities.	4.41	High level
6. provide an adequate number of modules for distribution.	4.39	High level
7. entertain the queries of my learners in their modality.	4.39	High level
8. encourage my learners who find it hard to adjust to their modality.	4.57	Very high level
Overall Mean	4.40	High level

Table 4, on the level of Adaptability of SHS teachers in the new normal in the area of Learning Modality received an overall mean of 4.40 interpreted as "High Level." Moreover, item 8, "encourage my learners who find it hard in adjusting to their modality," obtained the highest mean of 4.57, interpreted as "Very High Level". Item 4, "regularly update the parents as the learner's performance," got the lowest mean of 4.31, interpreted as "High Level." It indicates communication gaps between teachers and parents regarding student performance, potentially due to factors like time constraints or lack of established channels. This lack of communication may diminish parental involvement in their child's education, especially in remote or hybrid learning setups. Regular updates are necessary for the feedback loop between teachers, students, and parents, impeding the overall learning process. Schools can support this by providing professional development opportunities for teachers to enhance their skills in parent communication and engagement, addressing this area for improvement in adapting to the new normal. This is supported by a research study that a trust-based communication that can be established between teachers and parents bears great importance from the aspect of determining problems, finding ways to deal with them, and providing students with help on their way to learning (Akuzum, O.F. et al. 2016).

Table 5
Adaptability of SHS teachers in the New Normal in Working Environment

Items	Mean	Interpretation
As a teacher, I have adapted to my job because I ...		
1. I feel that my school has created an environment where I can do my best work.	4.40	High level
2. I feel that I am valued by my colleagues in this organization.	4.43	High level
3. I have the feeling of being positive when I am at school.	4.50	Very high level
4. do have enough space in classrooms when at work.	4.41	High level
5. make constant collaboration with my colleagues at work.	4.47	High level
6. I feel I am part of a team working toward a shared goal.	4.54	Very high level
7. see the presence of work friends who have a number of positive effects on work experience.	4.60	Very high level
8. maintain a harmonious relationship with superiors, co-teachers, students, parents, and officials in the community.	4.64	Very high level
Overall Mean	4.50	Very high level



Table 5, on the level of adaptability of SHS teachers in the new normal in the area of working environment obtained the highest mean of 4.50, which is interpreted as a "Very high level." Additionally, item 8, "maintain a harmonious relationship with superiors, co-teachers, students, parents, and officials in the community obtained the highest mean of 4.64, interpreted as "Very High Level." In contrast, item 1, "feel that my school has created an environment where I can do my best work" obtained the lowest mean of 4.40 interpreted as "High Level." It indicates that while teachers generally perceive the school environment as supportive of their work performance, there are areas for improvement. By identifying and rectifying factors contributing to this lower mean, such as facilities or policies, the school can create an environment that values teachers and fosters collaboration, positivity, and shared goals. This ultimately benefits both teachers and students.

Table 6

Differences in the Level of SHS teachers' motivation of respondents in the new normal in the area of Intrinsic and when grouped according to variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	31	34.81	583.00	0.05	0.795	Not Significant
	Older	39	36.05				
Sex	Male	28	37.39	535.00		0.517	Not Significant
	Female	42	34.24				
Civil Status	Single	30	39.55	478.50		0.141	Not Significant
	Married	40	32.46				
Educational Attainment	Lower	50	33.59	404.50		0.206	Not Significant
	Higher	20	40.28				

Table 6, on the difference in the level of SHS teachers' motivation of respondents in the new normal in the area of Intrinsic revealed no significant differences when respondents were grouped and compared according to age, sex, civil status, and highest educational attainment, with the computed p-value of 0.795, 0.517, 0.141 and 0.206 respectively, which are greater than the level of significance 0.05. Therefore, the null hypothesis stating that there is no significant difference in the level of SHS teachers' motivation of respondents in the new normal in the area of intrinsic motivation when grouped and compared according to variables is accepted. The implications of the findings suggest that in the context of Senior High School (SHS) teachers in the new standard, demographic variables such as age, sex, civil status, and highest educational attainment do not significantly influence intrinsic motivation levels. This implies that regardless of these demographic factors, SHS teachers exhibit consistent internal drive and passion in their roles. Understanding that intrinsic motivation remains stable across different demographic groups can guide educational institutions in developing universal strategies to support and enhance teacher motivation in the evolving education landscape. By recognizing the non-significant impact of demographic variables on intrinsic motivation, schools can focus on fostering a positive work environment and providing professional career and development opportunities that cater to the inherent needs of all teachers, irrespective of their characteristics.

Table 8

Differences in SHS Teachers' motivation of respondents in the new normal in Extrinsic and grouped according to variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	31	32.08	498.50	0.05	0.207	Not Significant
	Older	39	38.22				
Sex	Male	28	33.70	537.50		0.542	Not Significant
	Female	42	36.70				
Civil Status	Single	30	31.63	484.00		0.166	Not Significant
	Married	40	38.40				
Educational Attainment	Lower	50	34.83	466.50		0.661	Not Significant
	Higher	20	37.18				



Results presented in Table 7 on the difference in the Level of SHS teachers' motivation of respondents in the new normal in the area of Extrinsic when grouped and compared according to age, sex, civil status, and highest educational attainment, show no significant differences as the computed p-value of 0.207, 0.542, 0.166 and 0.661 are greater than the level of significance 0.05. Thus, the hypothesis stating that there is no significant difference in the Level of SHS teachers' motivation of respondents in the new normal in the area of Extrinsic when grouped and compared according to variables is accepted. The results suggest that the variables of age, sex, civil status, and educational attainment does not significantly impact the extrinsic motivation of teachers. This implies that external factors such as rewards, recognition, or incentives do not vary significantly based on these demographic characteristics among SHS teachers in the current educational context.

Table 8

Differences in Adaptability of SHS teachers in the new normal in AWA (Alternative Working Arrangement) when according to variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	31	38.16	522.00	0.05	0.326	Not Significant
	Older	39	33.38				
Sex	Male	28	29.36	416.00		0.038	Significant
	Female	42	39.60				
Civil Status	Single	30	32.47	509.00		0.277	Not Significant
	Married	40	37.78				
Educational Attainment	Lower	50	34.47	448.50		0.501	Not Significant
	Higher	20	38.08				

Findings shown in Table 8 on the differences in the Level of Adaptability of SHS teachers in the new normal in the area of AWA (Alternative Working Arrangement), when grouped and compared according to age, sex, civil status, and highest educational attainment, show no significant differences as the computed p-value of 0.326, 0.277 and 0.501 are greater than the level of significance 0.05. Thus, the hypothesis stating that there is no significant difference in the Level of Adaptability of SHS teachers in the new normal in the area of AWA (Alternative Working Arrangement) when grouped and compared according to age, civil status, and highest educational attainment is accepted. However, when the respondents were grouped and compared according to sex, the computed p-value of 0.038 is less than the level of significance of 0.05, indicating that the null hypothesis stating that there is no significant difference in the Level of Adaptability of SHS teachers in new normal in the area of AWA (Alternative Working Arrangement) when grouped and compared according to sex is rejected. The analysis indicates that while age, civil status, and highest educational attainment do not significantly influence adaptability levels among SHS teachers, there is a notable difference in adaptability between male and female teachers. It suggests that gender plays a significant role in teachers adapting to alternative working arrangements. Educational institutions should consider these findings when developing strategies to enhance adaptability among teachers, with a particular focus on addressing gender-based differences. By recognizing and addressing these differences, institutions can create more inclusive and effective support systems to ensure that all teachers can successfully navigate and thrive in the new normal of education.

Table 9

Differences in Adaptability of SHS teachers in the new normal in the area of Learning Modality when grouped according to variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	31	34.69	579.50	0.05	0.766	Not Significant
	Older	39	36.14				
Sex	Male	28	29.32	415.00		0.037	Significant
	Female	42	39.62				
Civil Status	Single	30	33.33	535.00		0.438	Not Significant
	Married	40	37.12				
Educational Attainment	Lower	50	35.31	490.50		0.901	Not Significant
	Higher	20	35.98				



Results present the differences in the Level of Adaptability of SHS teachers in the new normal in the area of Learning Modality when grouped and compared according to age, sex, civil status, and highest educational attainment showed no significant differences as the computed p-value of 0.766, 0.438 and 0.901 are greater than the level of significance 0.05. Thus, the hypothesis stating that there are no significant differences in the Level of Adaptability of SHS teachers in the new normal in the area of Learning Modality when grouped and compared according to age, civil status, and highest educational attainment is accepted. However, when the respondents were grouped and compared according to sex, the computed p-value of 0.037 is less than the level of significance of 0.05, indicating the null hypothesis stating that there is no significant difference in the Level of Adaptability of SHS teachers in the new normal in the area of Learning Modality when grouped and compared to sex is rejected. This highlights the importance of gender influencing teachers' adaptation to different learning modalities. Educational institutions should consider these gender-based differences when designing and implementing strategies to support teachers in adapting to various learning modalities in the new normal of education. By recognizing and addressing these differences, institutions can better tailor their support mechanisms to ensure that all teachers, regardless of gender, can effectively navigate and excel in the evolving landscape of educational practices.

Table 10
Differences in Adaptability of SHS teachers in the new normal in the area of Working Environment when grouped according to variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	31	39.11	492.50	0.05	0.181	Not Significant
	Older	39	32.63				
Sex	Male	28	30.48	447.50		0.089	Not Significant
	Female	42	38.85				
Civil Status	Single	30	35.67	595.00		0.952	Not Significant
	Married	40	35.38				
Educational Attainment	Lower	50	34.93	471.50		0.708	Not Significant
	Higher	20	36.92				

The differences in the Level of Adaptability of SHS teachers in the new normal in the area of Working Environment, when grouped and compared according to age, sex, civil status, and highest educational attainment, show no significant differences as the computed p-values of 0.181, 0.089, 0.952 and 0.708 are greater than the level of significance 0.05. Therefore, when grouped and compared according to variables, the hypothesis stating that there is no significant difference in the Level of Adaptability of SHS teachers in the new normal in the area of Working Environment is accepted. These results imply that regarding the Working Environment, factors such as age, sex, civil status, and highest educational attainment may not be critical determinants of how teachers adapt to the new normal. Educational institutions can use this information to focus on broader strategies and interventions that support all teachers equally in adjusting to and thriving in the evolving working condition.

Conclusions

The overall sentiment regarding the motivation of Senior High School Teachers in the new normal is positive. This suggests that despite challenges associated with the new normal, such as transitioning to remote or hybrid teaching models, teachers are maintaining high motivation. The adaptability of Senior High School Teachers implies a level of resilience within the teaching profession. Despite disruptions and uncertainties, teachers are demonstrating the ability to persevere and thrive in new environments.

The finding that there is no significant difference in motivation levels across different demographic variables indicates a consistent level of motivation among SHS Teachers. Regardless of factors such as age, sex, marital status, or educational attainment, teachers exhibit similar levels of motivation in both intrinsic and extrinsic aspects. The finding that there is no significant difference in adaptability across age, civil status, and highest educational attainment implies a uniform level of adaptability among SHS teachers in response to alternative working arrangements, learning modality, and learning environment. Female SHS teachers exhibit a higher level of adaptability compared to their male counterparts, indicating potential differences in coping mechanisms, perspectives, or experiences that influence adaptability in the context of varying learning modalities and work environments. On the basis of the findings and conclusion of the study, a recommendation on supporting and providing a healthy environment in order to boost the motivation and adaptability of the Senior High School Teachers.



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