

## Challenges and Coping Mechanism on The Transition from Modular Scheme to Face-To-Face Modality: Implication to Teacher's Competency

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### Abstract:

The purpose of this study is to determine the challenges and coping mechanisms in the transition from modular scheme to face-to-face modality: implications to teacher's competency in terms of the following: workload, students' behaviour, teaching-learning resources, teacher's competency, and training and support. Also, to determine perceived coping mechanisms using the problem-focused, emotional-focused, and avoidant-focused. Lastly, to determine teachers' level of teaching competency in terms of content knowledge, pedagogy, and learning environment. Findings revealed that MAPEH teachers perceived challenges are limited teaching hours (3.64), students' disruptive behaviour (3.78), students personal and family problems (3.82), absence of a reliable internet connection (4.00), limited textbooks and self-learning modules (3.98), lack of available electronic devices (3.91), and limited trainings, seminars, and webinars (3.71). Moreover, problem-focused (4.42) and emotion-focused (4.23) are often used coping mechanisms among the respondents. Therefore, the study revealed that the workload challenges and content knowledge and pedagogy are positively significant to each other, using a 0.05 level of significance. Meanwhile, training and support challenges are positively significant to the learning environment competency of teachers using both 0.01 and 0.05 levels of significance. All indicators of challenges were correlated to the learning environment competency of teachers using a 0.05 level of significance. Therefore, there is no significant relationship between challenge variables and content knowledge and pedagogy; however, there is a significant relationship between the challenge variables of training and support and teaching environments competency.

**Keywords** – Challenges, Coping Mechanisms- Strategies, Teachers Competency.

### Introduction:

In the Philippines, the Department of Education provides the implementation of combined in-person classes and distance learning from August to October for the S.Y 2022-2023 [1]. Schools all over the country are expected to be prepared by

November 2 and must transfer all schools to five-day in person classes [2]. With the implementation of face-to-face approach all schools and teaching personnel experience the transition period. As part of the preparation, every school implement blended or distance learning before transitioning to a full face to face approach [3].

Blended Learning is an approach that provides innovative educational solutions through an effective mix of traditional classroom teaching with mobile learning and online activities for teachers, trainers, and students [4]. During modular distance learning teacher experience challenges such as time-consuming, incomplete, and unanswered modules, inadequate parental support, and insufficient trainings to teachers [5].

However, MAPEH teachers during the transition from modular to face to face learning modality encountered challenges such as workload, students' behaviour, teaching-learning resources, curriculum implementation and training [6]. Teaching workload affect the teachers' teaching performance in terms of assigned classes and school-related activities as well as teachers well-being [7]. It highlights the fact that teacher workloads have negative impacts on their teaching performance and well-being. Facing these significant obstacles related to workload can lead to negative outcomes and counterproductive teaching and learning practices. Another, challenges of teachers are the student's attention including different psychological and negative behaviour inside the classroom such as daydreaming, irritability, negative attitudes and sleeping in the class [8]. To address the needs of the students, teachers should employ efficient initiatives and teaching methods. However, there is a lack of learning resources in the classrooms that causes extreme distress for the students and teachers [9]. Teachers are expected to gather the learning resources relevant to the curriculum guide and learning competencies for learners. However, there is a need for teachers to have a comprehensive knowledge of the curriculum to enhance instructional methods [10]. In addition, teachers' engagement to different training on pedagogical skills including ICT skills for teaching, developing thinking skills of students, strategies in giving remediation and enrichment activities can be helpful to both teachers and students [11].

When facing difficulties or an event, individuals usually divert their feelings, directly confronting the situation itself and change their mindset

towards the situation [12]. Addressing any difficulties can be conquer using some known coping strategies such as Emotion-focused strategies, Problem-focused strategies, or Avoidance coping -focused strategies [13]. Emotion-focused strategies are ways to reduce or prevent one's emotional reaction. It includes methods of managing feelings through release or distraction like looking for social support or using relaxation techniques. Another one is the Problem-focused strategies are it focused the reduction and elimination of stressors and solve the reason of a problem. It includes the collection of ideas about the problem, gaining new ideas to solve it, lastly, assessing the upright and wicked options. In addition, this study will implement the use of avoidance coping as one of the major types of coping that allows an individual to deal with extrinsic and intrinsic sources of stress ranging from life's daily hassles to major events [14]. This coping mechanism would likely be accommodating to face challenges and to improve teacher's competency for teaching and learning process.

Therefore, this study aims to determine the extent of perceived challenges of MAPEH teachers, their perceived coping mechanisms using the emotion-focused strategies, problem-focused strategies, or avoidance-coping-focused strategies. Moreover, to know if there is no significant relationship between challenges, coping mechanisms, and MAPEH teachers teaching competency in terms of content knowledge and pedagogy, as well as the teaching learning environment.

The researcher determined that further research was essential to better inform the teachers about these challenges and different coping mechanisms and how these contribute to the teacher's competency.

### **Methods:**

This study used quantitative descriptive correlational research design and purposive sampling. The researcher selected the total enumeration of MAPEH teachers from eight secondary schools in the district of Infanta (29),

Real (10), and General Nakar, Quezon (6). These schools used modular learning modality or blended learning before transitioning to face-to-face learning. The researcher generates questionnaires and is validated by 5 validators specializing in research and Master Teachers major in MAPEH. The questionnaire is composed of two parts, the first section has the Personal Profile of the teachers. Second, there are 25 indicators for the perceived extent challenges of the MAPEH teachers in terms of workload, students' behaviour, teaching learning resources, learning competency and trainings and supports. The questionnaire is answerable with strongly agree, agree, moderately agree, disagree, and strongly disagree. Another 15 indicators for coping mechanism strategies applied by teacher for the challenges. It is answerable by Always, often, sometimes, rarely, and never. Last, for the teacher's competency it is compose of 11 statements for the content knowledge and

pedagogy and learning environment. The questionnaire is answerable very competent, competent, moderately competent, less competent and not competent. The necessary permits to conduct the research were secured first. The conduct of survey and administration of questionnaire were also schedule according to the availability of the respondents. The researcher himself administered the questionnaire through online survey and face to face. The conduct of the survey will give allotted time for the target respondents to answered and then complied. All the data gathered tallied, tabulated, analysed, interpreted and statistically treated using frequency, percentage, mean and SD were employed for descriptive questions and for Inferential questions Pearson  $\pi$  correlation was utilized.

**Results and Discussion:**

**Table 1. Extent of Perceived Challenges as to Workload**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
1. I have limited teaching hours in teaching MAPEH subject.	3.64	1.23	Agree
2. I lack sufficient time to prepare activities in all areas of MAPEH.	3.18	0.98	Moderately Agree
3. I have additional teaching load except MAPEH subject.	2.98	1.60	Moderately Agree
4. I have difficulties in balancing regular hours in teaching and my ancillary load.	3.18	1.07	Moderately Agree
5. The limited number of classrooms affects my teaching load.	3.49	1.22	Moderately Agree
<b>Overall</b>	<b>3.29</b>	<b>0.82</b>	<b>Moderately Agree</b>

Table 1. shows that the respondents perceived moderate extent interpretation to their workload with overall mean percentage of 3.29. In contrast that the teachers have a high level of workload due to numerous demands in academic and communal

commitment that affects the teacher's teaching performance in terms of assigned classes and school-related activities [7],[15]. Moreover, respondents agree that they perceived challenges in limited teaching hours in teaching MAPEH subject

with a mean score of 3.64. A great extent of challenges in limited or irregularity of teaching hours affects the learner's knowledge and understanding of the lesson [16]. As an

implication, teachers limited teaching hours to workload meaningfully affect the teaching learning process of both teacher and learners.

**Table 2. Extent of Perceived Challenges as to Students' Behaviour**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
1. Students have disruptive behavior such as difficulty in sitting still, disturbing and shout/screaming toward others.	3.78	0.97	Agree
2. Students have depressive behavior such as inattentive, unmotivated, and falling asleep in the classroom.	3.42	1.03	Moderately Agree
3. Students have difficulties with their peer relation such as making friends, getting along with others, teased and timid.	3.11	0.91	Moderately Agree
4. Students have serious problem in conduct such as disrespect, fighting, and bullying.	3.22	1.06	Moderately Agree
5. Students have personal and family problems such as parent separation, financial support, and school pressure.	3.82	0.78	Agree
<b>Overall</b>	<b>3.47</b>	<b>0.75</b>	<b>Moderately Agree</b>

Table 2. revealed that the perceived challenges of the respondents to student's behaviour have an overall mean percentage of 3.47 interpreted as moderately agree. However, respondents perceived and agreed that students have disruptive behaviour in sitting still, disturbing and shouting/screaming toward others with a mean score of 3.78 as well as, the challenge to students personal and family problems such as parent separation, financial support, and school pressure with a mean score of 3.82. It proved that the disruptive behaviour of students has a significant problem that hinders teacher's instruction to student's learning, and the

classroom environment [17]. It also has a negative effect on learning and learning outcomes in the teaching – learning process due to the reason that distraction leads to lessening the interest and attention of the students in the lesson. Also, it strengthens that family problems seriously affect the performance of the students due to financial difficulties, relationships and bad habits contributed to students' attendance and performance [18]. In relation, students' behaviour has a great impact to teaching learning process and the students learning environment. Therefore, to address such challenges students' socioemotional

skills and students' social competence should be enhance [19], seating arrangement intervention can be applied [17], and teacher should possess positive

spirit and positive response towards students' behaviour [18].

**Table 3. Extent of Perceived Challenges as to Teaching-Learning Resources**

Indicators	Mean	SD	VI
1. I find it challenging to teach MAPEH with limited textbooks, self-learning modules, and other learning materials.	3.98	0.97	Agree
2. I find it challenging to teach MAPEH without a reliable internet connection to support limited learning materials.	4.00	0.93	Agree
3. I have limited knowledge on how to contextualize learning materials when teaching MAPEH.	3.09	1.00	Moderately Agree
4. I find it difficult to teach MAPEH without available electronic devices such as a computer, television, overhead projector, and audio speaker.	3.91	1.04	Agree
5. I have difficulty providing a learning activity sheets in MAPEH without readily available supplies like ink and bond paper.	3.42	1.14	Agree
<b>Overall</b>	<b>3.68</b>	<b>0.74</b>	<b>Agree</b>

Table 3. indicates that the respondents perceived a high extent challenge in teaching- learning resources with an overall mean score of 3.68. Also, the data shows that the highest mean perceived challenge of the respondents are the absence of a reliable internet connection to support limited learning materials with a mean score of 4.00. Indeed, that the internet connectivity poses a big challenge among students for their learning, the school administration, the faculty, and the staff

[20]. Lacking internet connection for teaching learning is a great challenge for teachers in providing learning materials. Moreover, Majority of the respondents revealed a high extent to the challenges of limited textbooks, self-learning modules, and other learning materials with a mean of 3.98. Likewise, the lack of non-available electronic devices such as a computer, television, overhead projector, and audio speaker has a great extent mean score of 3.91. The result strengthens

that teacher faced difficulties due to the lack of resources inside and outside the classroom and it is a greatly a challenge for teaching effectively without the necessary tools and affects students' development, knowledge, and skills [21], [9]. However, teaching with limited resources may also make you improve as a teacher if you're prepared [22]. Also, it's important that teachers become resourceful people to provide an effective learning

environment where students gain knowledge and learning. Therefore, as an implication, the teachers teaching- learning process is highly affected due to the lack of learning materials, devices, and internet connectivity. Moreover, teachers may find new ways to use what is available localized materials allow them to learn and improve their teaching methodologies.

**Table 4. Extent of Perceived Challenges as to Learning Competencies**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
1. I find it difficult to apply contextualized learning competencies in teaching MAPEH.	3.13	0.81	Moderately Agree
2. I find it difficult to attain the lesson objectives with the given allotted time	3.24	0.93	Moderately Agree
3. I have limited knowledge on how to design my lesson plan.	2.71	1.06	Moderately Agree
4. I have trouble developing students' skills activity across the curriculum.	2.80	0.89	Moderately Agree
5. I have trouble in assessing learners' activities and capabilities.	2.62	0.86	Moderately Agree
<b>Overall</b>	<b>2.90</b>	<b>0.71</b>	<b>Moderately Agree</b>

Table 4. shows that the respondents overall perceived challenges Learning Competencies as moderately agree and has a mean score of 2.90. This result revealed that the respondent moderately experienced challenges in learning competency. Hence, the use of desired knowledge, skills, behaviours, and abilities from learning competencies enables teachers to successfully perform their functions in the educational setting [23]. Also, respondents are open for the needed

training on competencies across the component's areas of MAPEH for the enhancement of learning competency application on their teaching- learning resources and contextualizing materials [24]. This study implies that there was a moderate extent challenges on the learning competency application of MAPEH teachers and they could successfully perform their duties and responsibilities in the teaching learning process.

**Table 5. Extent of Perceived Challenges as to Training and Support**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
1. Trainings, seminars, and webinars for MAPEH teachers are limited.	4.27	0.58	Agree
2. I have limited engagement with different professional development trainings.	3.91	0.73	Agree
3. I find it difficult to apply the learning objectives of trainings from webinars to teaching.	3.09	0.79	Agree
4. I have received minimal financial support from my institution for my professional training and seminars.	3.73	0.86	Agree
5. I have received minimal special leave for attending professional studies, trainings, and seminars.	3.53	0.69	Agree
<b>Overall</b>	<b>3.71</b>	<b>0.45</b>	<b>Agree</b>

Table 5. shows that the respondents perceived challenges as to their training and support was highly extent and has an overall mean score of 3.71. Also, the data shows a highest mean of 4.27 to the limited Trainings, seminars, and webinars for MAPEH teachers. It strengthens the fact that teachers need professional and personal development in their own contexts. In which enables them to equip themselves with relevant knowledge and skills to perform their tasks [11]. Moreover, engagement to continuous, and lifelong learning among teachers for professional

development is essential. Due to the reason that there is a difference between the novice teacher's competency level wherein they found out that are more knowledgeable in the use technology while older teachers have a higher level of competence at a processual and relational level in the classroom [25]. Study implies that MAPEH teachers have a highly extent challenge to training and supports and that they need more participation and engagement to professional development to create a better teaching learning process for students

**Summary Table for Challenges**

Indicators	Mean	SD	VI
1. Workload	3.29	0.82	Moderately Agree
2. Students Behavior	3.47	0.75	Moderately Agree
3. Teaching learning resources	3.68	0.74	Agree
4. Learning-competency	2.90	0.71	Moderately Agree
5. Trainings and support	3.71	0.45	Agree
<b>Overall</b>	<b>3.41</b>	<b>0.69</b>	<b>Moderately Agree</b>

Summary table revealed that MAPEH teachers perceived a moderately extent challenge with an overall mean result of 3.41. However, the study result implies that some indicators are a highly

extent challenge faced by the respondents such as the challenges for teaching- learning resources and training and support. Therefore, these challenges affect the teaching learning process of both teacher and learner.

**Table 6. Extent of Perceived Coping Mechanism as to Problem Focused**

Indicators	Mean	SD	VI
1. I concentrate my efforts on doing something about the situation I'm in.	4.27	0.69	Often
2. I take action to try and make the situation better.	4.60	0.54	Always
3. I get help and advice from other people about the situation I'm in.	4.24	0.77	Often
4. I try to see it in a different perspective to make it more positive.	4.49	0.66	Often
5. I try to come up with a strategy about what to do.	4.49	0.66	Often
<b>Overall</b>	<b>4.42</b>	<b>0.50</b>	<b>Often</b>



Table 6. shows that the respondents perceived a great extent to coping mechanism to problem focused with an overall mean score of 4.42. This result statement shows that the respondents often used problem focused to reduce or eliminate a stressor or the cause of a problem [12]. Moreover, most of the respondents always take action to make their situation better as the highest coping mechanism with a mean score of 4.60 interpreted as always. Therefore, most of the respondents use certain positive coping strategies, such as teaching experience, cognitive reframing, and seeking social support, can be learned on time, time and might

come with experience [26]. This study result implicates that most of the MAPEH teachers used and utilize the problem focused as highly extent coping mechanism in dealing different stressor and challenges to work and other indicators. Also, when facing stressful situation, it is great to take action to solve the problem, seek advice and help from others, and accept the consequences of action in either positive or negative mindset. With this coping mechanism style every challenge and difficulties that we may encounter will possibly be manageable.

**Table 7. Extent of Perceived Coping Mechanism as to Emotion Focused**

Statements	Mean	SD	VI
1. I get emotional support from others.	3.91	0.73	Often
2. I pray or meditate to clear my mind.	4.58	0.54	Always
3. I accept the reality that challenges are meant to happen.	4.67	0.48	Always
4. I get comfort and understanding from others.	4.22	0.60	Often
5. I try to make jokes about it.	3.78	0.95	Often
<b>Overall</b>	<b>4.23</b>	<b>0.38</b>	<b>Often</b>

Table 7. shows that the respondents perceived coping mechanism to emotion Focused has an overall mean score of 4.43 interpreted as highly extent. Moreover, the data shows that the highest mean coping mechanism to emotion focused is praying or meditating to clear my mind with a mean of 4.58 as well as, the acceptance of the reality that challenges are meant to happen with mean score of 4.67. Emotion-focused are ways to reduce or prevent one's emotional reaction. It includes methods of managing feelings through release or

distraction like looking for social support or using relaxation techniques [12]. In addition, it is revealed that teachers deal with stressful situations by praying, listening, viewing encouraging movies, practicing yoga, and becoming farmers to reduce their stress [27]. Therefore, it implies that most of the MAPEH teachers use emotion focused as a great extent coping mechanism to the different emotional stressor. And, when dealing with a difficult emotional situation, praying, and meditating can be helpful, as well as accepting the

reality that challenges are meant to happen. Moreover, if we use the emotional focused as our coping mechanism, we will not be easily

abandoning our problem but seek more guidance of God, support of our friends and clear our mind.

**Table 8. Extent of Perceived Coping Mechanism as to Avoidant Focused**

Statements	Mean	SD	VI
1. I turn to work on other activities to take my mind off my problems.	3.98	0.81	Often
2. I tell myself "This isn't real".	2.78	1.29	Sometimes
3. I give- up trying to deal the problem.	2.49	1.10	Rarely
4. I refuse to believe that it has happened.	2.53	1.10	Sometimes
5. I do things such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping to think about it less.	3.47	1.25	Sometimes
<b>Overall</b>	<b>3.05</b>	<b>0.83</b>	<b>Sometimes</b>

Table 8. shows that the respondents perceived coping mechanism to avoidant focused has an overall mean score of 3.05 interpreted as moderately extent. Moreover, the data shows that the highest mean coping mechanism to avoidant focused is to work on other activities to take mind off the problems with a mean score of 3.98 interpreted as a great extent. It strengthens that respondents commonly use avoidance coping that allows them to deal with extrinsic and intrinsic sources of stress ranging from life's daily hassles to major events [14]. However, the least agreed by the respondents is the avoidance statement "I give-up trying to deal the problem", with a mean score

of 2.49 interpreted as a less extent. It revealed that teachers' thoughts and behaviors mobilized to manage internal and external stressful situations without easily giving up [28]. The study result implies that the MAPEH teachers moderately used the avoidant focused as their coping mechanism in dealing with the challenges and difficulties, however they divert their attention to other activities to forget their problems. However, avoidant focused can be beneficial for a minimal time to forget the problem through diverting attention and engaging themselves to several activities they like to do.

**Summary Table for Coping Mechanism**

Indicators	Mean	SD	VI
Problem Focused	4.42	0.50	Often
Emotion Focused	4.23	0.38	Often
3. Avoidant Focused	3.05	0.83	Sometimes
<b>Overall</b>	<b>3.90</b>	<b>0.57</b>	<b>Often</b>

Coping mechanism has an overall mean score of 3.90 interpreted as a great extent perceived by the MAPEH teachers. Among the three indicators respondents have a great extent perceived for problem- focused (4.42) and emotional-focused (4.23). Problem focused foster to endure and think critically in what way to solve difficult problems. Likewise, emotion focused creates and fosters

positivity despite problems ahead. Moreover, both problems focused, and emotion focused need social support and advice from other people. Furthermore, as to avoidant focused it moderately used compared to the two coping mechanisms mentioned above because it can be uses for a short period of time.

**Table 9. Perceived Competence of MAPEH Teachers as to Content Knowledge and Pedagogy**

Indicators	Mean	SD	VI
1. I have shown an exemplary practice to improve my applications of content knowledge within and across curriculum teaching areas.	4.24	0.61	Competent
2. I lead my colleagues in the advancement of the art and science of teaching based on their comprehensive knowledge of research and pedagogy.	3.73	0.69	Competent
3. I mentor my colleagues in the implementation of policies to ensure the positive use of ICT within or beyond the school	3.58	0.84	Competent
4. I lead my colleagues in reviewing, modifying, and expanding their range of teaching strategies that promote critical and creative thinking, as well as other higher-order thinking skills.	3.53	0.92	Competent
5. I exhibit exemplary practice in the use of effective verbal and non-verbal classroom	3.80	0.94	Competent

communication strategies to support learner understanding, participation, engagement, and achievement in different learning contexts.			
<b>Overall</b>	<b>3.78</b>	<b>0.64</b>	<b>Competent</b>

Table 9. shows that the perceived competence of MAPEH Teachers as to Content Knowledge and Pedagogy has an overall mean score of 3.78 interpreted as competent. Respondents often show an exemplary practice to improve my applications of content knowledge within and across curriculum teaching areas with highest mean of 4.24. In contrast, where teachers lacked basic knowledge and awareness on how competencies developed the learners critical thinking [29]. The respondents often perceived that they have outstanding pedagogical content knowledge combined with a high level of teaching competency build a strong foundation of education and producing highly

competent and knowledgeable. Also, it strengthens that teachers with high teaching personal competence show a harmonious relationship with students which enables the students to participate and keeps them attentive and stimulates their interest in learning [30]. This study results perceive MAPEH teachers as competent to their content knowledge and pedagogy and it indicates that they have a great knowledge and practice to meet their teaching competency using teaching strategies for learning. Also, through teachings strategies learners understanding and performance can be developed.

**Table 10. Perceived Competence of MAPEH Teachers as to Learning Environment**

Indicators	Mean	SD	VI
1. I apply comprehensive knowledge of and act as a resource person for, policies, guidelines and procedures that relate to the implementation of safe and secure learning environments for learners.	4.11	0.53	Competent
2. I advocate and facilitate the use of effective practices to foster learning environments that promote fairness, respect, and care to encourage learning.	4.16	0.64	Competent
3. I have shown an exemplary practice in the management of classroom structure and activities, and lead colleagues at the whole-school level to review and evaluate their practices.	4.00	0.64	Competent
4. I facilitate processes to review the effectiveness of the school's learning environment to nurture and inspire learner participation.	4.00	0.83	Competent
5. I lead and empower colleagues in promoting learning environments that effectively motivate learners to	3.87	0.79	Competent

achieve quality outcomes by assuming responsibility for their own learning.			
6. I provide leadership in applying a wide range of strategies in the implementation of positive and non-violent discipline policies/procedures to ensure learning-focused environments.	3.80	0.94	Competent
<b>Overall</b>	<b>3.99</b>	<b>0.59</b>	<b>Competent</b>

Table 10. shows that the perceived competence of MAPEH Teachers as to Learning Environment has an overall mean score of 3.99 interpreted as competent. Respondents often advocate and facilitate the use of effective practices to foster learning environments that promote fairness, respect, and care to encourage learning with the highest mean score of 4.16. Teachers show a high competency level in social regard for learning, diversity of learners, curriculum, planning, assessing, and reporting, community linkages, and

personal growth and professional development [31]. Moreover, Teachers perceive and show a higher level of pedagogic competency in teaching [32]. Therefore, MAPEH teachers often promote an environment that shows fairness, positive behaviour and used different strategies for understanding the students' learning and social needs. This study results perceive MAPEH teachers as competent in their learning environment and it indicates that they can create a safe and conducive learning environment for every learner regardless of student's individuality.

**Table 11. Relationship about Challenges Experienced by Teachers in Teaching Competency in MAPEH**

	Teaching Competency		
	Content Knowledge and Pedagogy	Teaching Environment	Overall
<b>Challenges</b>			
Workload	.311*	.228	.291
Students' Behavior	.003	.279	.145
Teaching-Learning Resources	-.132	.139	-.002
Learning Competencies	.133	.220	.187
Training and Support	.169	.385**	.292
<b>Over-all</b>	.131	.327*	.241

Table 11. shows the variables and its relationship to the teacher's competency. The result revealed

that the workload challenges and content knowledge and pedagogy are positively

significantly related to each other, using 0.05 level of significance. However, it is likewise revealed that there are some challenges related variables were found not related to content knowledge and pedagogy of teachers. Moreover, the result revealed that training and support challenges are

positively significant to the learning environment competency of teacher using both 0.01 and 0.05 level of significance. All indicators of challenges were correlated to the learning environment competency of teachers using a 0.05 level of significance.

**Table 12. Relationship about Coping Mechanism of Teachers in Teaching Competency in MAPEH**

	Teaching Competency		
	Content Knowledge and Pedagogy	Teaching Environment	Overall
<b>Coping Mechanism</b>			
Problem-Focused	.074	.381**	.237
Emotion-Focused	-.100	-.072	-.093
Avoidant-Focused	.140	.109	.134
<b>Over-all</b>	.095	.210	.161
<b>Over-all</b>	.131	.327*	.241

Table 12. shows that the problem focused using a 0.01 and 0.05 level of significance is correlated with the indicators under learning environment. However, it is likewise revealed that there are some coping mechanism related variables were found not related to content. Also, Problem-focused coping strategies have a positive relation towards teachers learning environment with .381\*\*. Using the result, it indicates that MAPEH teacher often used the problem focused strategies to reduce or eliminate a stressor or the cause of a problem [12]. In addition, teaching learning environment in overall is correlational significant using 0.05 level. Therefore, study indicates that among coping mechanism MAPEH teacher used problem focused as a coping mechanism to maintain their competency level the learning environment.

**Conclusion:**

Based on the findings of the study, the following is hereby concluded:

1. There is no significant relationship between challenges variables and Content Knowledge and Pedagogy, however, there is a significant relationship between the challenges variables training and support to teaching environments competency. Thus, the hypothesis is partially accepted.
2. The hypothesis that there is no significant relationship between coping mechanism variables and teacher's competency is partially sustained.

**Recommendation:**

The following recommendations are given.

1. The school heads may take into consideration the importance of sufficient teaching hours to meet the needs and learning objectives of the lesson.
2. School may invest on the higher data consumption of internet connection to help the teachers provide learning resources to support

the limited teaching materials. Also, the schools may provide different electronic devices that will aid students and teacher in their acquisition of knowledge and learning through seeking help from stakeholders.

3. Teacher may engage themselves more to updated classroom management to deal with the student's behaviours nowadays.
4. Teachers may continue to apply the positive coping mechanism on problem-focused, emotional focused and choose appropriate avoidant focused to deal to all the problems ahead.
5. Lasty, teacher may continue to improve themselves in facilitating the content and different knowledge pedagogy for learning environment competency.

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