Conducive Learning Environment: Avenue in Coping Student's Struggle in the New Normal

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Abstract

This research was entitled "Conducive Learning Environment: Avenue in Coping Student's Struggle In The New Normal". The primary purpose of this study is to build conducive learning environment as an avenue in coping students' struggle in New Normal. The researcher wanted to utilize conducive learning environment in aiding the struggles of the students. The accomplishment of this study can help greatly the presentation of topic in TLE subjects. Specifically, it assessed the level of conducive learning environment in terms of attainment of learning objectives, use of varied performance tasks, availability of community resources, and managing support system; assessed the level of students' struggles in terms of evaluation performance, self-instruction, absence of classroom environment and teamwork; and lastly significant difference of conducive learning environment to the level of students' struggles. The researcher employed descriptive quantitative as its research design. The research respondents of this study composed of one hundred (100) TVL Grade 11 senior high school students who were purposively chosen by the researcher based on the needs of this study. The research locale of this study focused on Camp Vicente Lim Integrated High School. The researcher developed a Likert scale questionnaire as the main research instrument tool. It composed of five statements per indicator assessed on objectives.

Keywords: Student's Struggle; Learning Environment, Distance Learning, Modular Learning

1. Main text

The emergence of COVID-19 pandemic globally has affected everyone lives. The rapid change not only in health causes education to adapt in new normal. The Department of Education shifted from traditional form of learning in to suitable online education. Online education is the new normal that paves way for our education to overcome. A continuity plan was being prepared by Department of Education for teachers and students to adapt in what have been experiencing.

Various scenarios exhibit the struggles of students in the new modalities of learning amidst the pandemic. Malinlin (2020) explained that struggles of students are evident when the implementation of New Normal. The cognitive, affective, and psychomotor aspects of learning have been affected rapidly. Numerous reports have agreed that students are adjusting in hard process towards this new learning approach. Mazo (2016) explained that struggles of students can be found everywhere.

This study focused on developing productive environment on the struggles encountered by the students in the new normal set-up of education. The researcher will employ descriptive quantitative as its

research design. The research respondents of this study will be composed of one hundred (100) TVL Grade 11 senior high school students who will be purposively chosen by the researcher based on the needs of this study.

1.1. Structure

`   The researcher illustrated the Conceptual Framework of this study through Independent- Dependent Variables. It aims to show the correlation of different factors affecting the success of the main objectives. The dependent variables include students' struggles in facing new normal. It highlights the important facets of this study. Thus, it determines to know the primary indicator on which the struggles are rooted for. The students' struggle is limited in shift to evaluation performance, self-learning instruction, absence of classroom environment and teamwork. By describing its description, the researcher simply introduced the problem at hand.
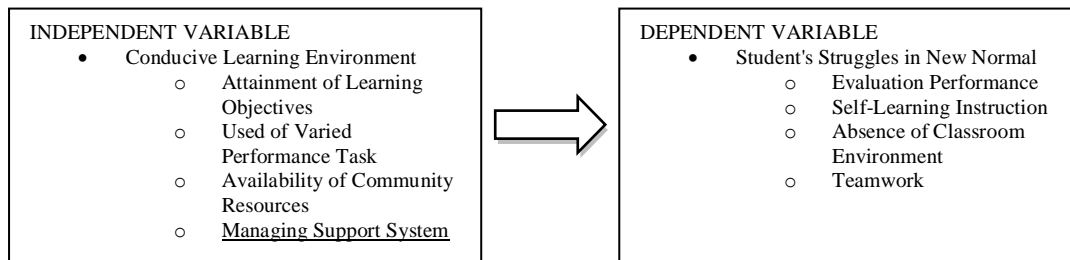
INDEPENDENT VARIABLE	DEPENDENT VARIABLE

• Conducive Learning Environment
   o Attainment of Learning Objectives
   o Used of Varied Performance Task
   o Availability of Community Resources
   o <u>Managing Support System</u>
	• Student's Struggles in New Normal
	   o Evaluation Performance
	   o Self-Learning Instruction
	   o Absence of Classroom Environment
	   o Teamwork

Figure 1. The Research Paradigm of the Study

1.2. Tables

Result and Discussions

Level of Conducive Learning Environment

        In this study, the level of conducive learning environment was described with regards to attainment of learning objectives, used of varied performance task, availability of community resources and managing support system which was determined by the weighted mean and standard deviation

Table 1. Level of Conducive Learning Environment with Regards to Attainment of Learning Objectives

Statement	Mean	SD	Remarks
1. I know that the learning environment has all the objectives of the lesson.	3.35	0.50	Strongly Agree
2. I am aware that the learning environment clearly expresses the attainment of the learning objectives.	3.34	0.50	Strongly Agree
3. I know that the objectives of every lesson are specific and easy to achieve.	3.08	0.66	Agree
4. I can learn when there is the introduction of the objectives.	3.27	0.51	Strongly Agree
5. I am confident to learn when objectives are used during the evaluation.	3.40	0.60	Strongly Agree
Grand Mean	**3.28**		**Strongly Agree**
Interpretation			**Very High**

The data in table 1 shows that the level of conducive learning environment with regards to attainment of learning objectives was very high as evidenced by the grand (M=3.28). This further means that respondents affirmed that a conducive learning environment aids the attainment of learning objectives The respondents strongly agree in the statement, "I am confident to learn when objectives are used during the evaluation", which gained the highest (M=3.40, SD=0.60). On the other hand, respondents agree on the statement, "I know that the objectives of every lesson are specific and easy to achieve", which bears the least (M=3.08, SD=0.66). This insinuates that achievement of learning objectives can be manifested in a conducive learning environment as viewed by the respondents.

Table 2. Level of Conducive Learning Environment with Regards to the Used of Varied Performance Task

Statement	Mean	SD	Remarks
1. I prefer that the learning environment use variety of evaluation tools	3.27	0.60	Strongly Agree
2. I am having a hard time when learning environment only focus on paper and pencil.	3.29	0.59	Strongly Agree
3. I think that learning environment should prioritize the mental development of students	3.39	0.57	Strongly Agree
4. I want to apply what I have in my daily life scenarios	3.34	0.55	Strongly Agree
5. I am motivated when learning environment makes us showcase their performance tasks	3.40	0.49	Strongly Agree
Grand Mean	**3.34**		**Strongly Agree**
Interpretation		**Very High**	

The data in table 2 shows that the level of conducive learning environment with regards to use of varied performance tasks was very high as evidenced by the grand (M=3.34). This further means that respondents agreed to the role of conducive learning environment in the utilized varied performance tasks. The respondents strongly agree in the statement, "I am motivated when learning environment makes us showcase their performance tasks", which gained the highest (M=3.40, SD=0.49). On the other hand, respondents agree on the statement, "I prefer that the learning environment use variety of evaluation tools", which bears the least (M=3.27, SD=0.60). This insinuates that the respondents are used in the utilization of various assessment and evaluation tools.

Table 3. Level of Conducive Learning Environment with Regards to Availability of Community Resources

Statement	Mean	SD	Remarks
1. I know that there are many available learning resources in my area.	3.32	0.55	Strongly Agree
2. I can use learning resources to help my problems in distance learning	3.21	0.57	Agree
3. I am not aware with the use of community platform in students' learning	3.02	0.68	Agree
4. I know how to utilize the proper application of resources in my learning	3.21	0.56	Agree
5. I can be able an organize my knowledge with the available resources	3.19	0.51	Agree
Grand Mean	**3.19**		**Agree**
Interpretation		**High**	

The data in table 3 shows that the level of conducive learning environment with regards to availability of community resources was high as evidenced by the grand (M=3.19). This further means that respondents viewed the available community resources as integral part in achieving the conducive learning environment. The respondents strongly agree in the statement, "I know that there are many available learning resources in my area", which gained the highest (M=3.32, SD=0.55). On the other hand, respondents agree on the statement, "I am not aware with the use of community platform in students' learning", which bears the least (M=3.02, SD=0.68). This proved on the presence of many community resources which can be potential improvement in student's learning.

Table 4.Level of Conducive Learning Environment with Regards to Managing Support System

Statement	Mean	SD	Remarks
1. I can manage all the helps coming from various sources (parents, family, friend)	3.30	0.56	Strongly Agree
2. I want to have clear communication among teacher and students	3.28	0.57	Strongly Agree
3. I think that there must be a maximize help coming from the community	3.23	0.65	Strongly Agree
4. I think that parents should help the role of teacher in my learning	3.16	0.60	Agree
5. I know that there must be effective support system toward students	3.40	0.49	Strongly Agree
Grand Mean	**3.27**		**Strongly Agree**
Interpretation			**Very High**

The data in table 4 shows that the level of conducive learning environment with regards to managing support system was very high as evidenced by the grand (M=3.27). This further means that respondents encountered the strong and positive relation in the support system towards the classroom environment. The respondents strongly agree in the statement, "I know that there must be effective support system toward students", which gained the highest (M=3.40, SD=0.49). On the other hand, respondents agree on the statement, "I think that parents should help the role of teacher in my learning", which bears the least (M=3.16, SD=0.60). This proved that the respondents viewed that parent should further Improved their active participation on their children's learning.

Level of Student's Struggle in the New Normal

Table 5. Level of Students Struggle in the New Normal related to Shift of Evaluation Performance

Statement	Mean	SD	Remarks
1. I am struggling to complete tasks necessary for the subject	3.38	0.55	Strongly Agree
2. I am having hard time to illustrate what I have learn	3.28	0.64	Strongly Agree
3. I cannot demonstrate skills in the assessment	3.13	0.72	Agree
4. I am having hard time performing what I have learn through video calls	3.33	0.60	Strongly Agree
5. I cannot easily adapt to the tasks given by the teachers.	3.15	0.73	Agree
Grand Mean	**3.25**		**Strongly Agree**
Interpretation			**Very High**

The data in table 5 shows that the level of student's struggle in the New Normal with regards to shift of evaluation performance was very high as evidenced by the grand (M=3.25). This further means that respondents encountered the strong and positive relation in the support system towards the classroom environment. The respondents strongly agree in the statement, "I am struggling to complete tasks necessary for the subject", which gained the highest (M=3.38, SD=0.55). On the other hand, respondents agree on the statement, "I cannot demonstrate skills in the assessment", which bears the least (M=3.13, SD=0.72). This proved that respondents have struggled in terms of demonstrating what they have learned in New Normal.

Table 6. Level of Students Struggle in the New Normal related to Self-Learning instruction

Statement	Mean	SD	Remarks
1. I am struggling because I do not know what and how to learn	3.00	0.80	Agree
2. I am disinterested because I am experiencing heavy workload	2.99	0.77	Agree
3. I cannot raise any questions whenever I cannot understand the topic	3.08	0.71	Agree
4. I am having hard time because I cannot depend on the explanation from the teachers	2.94	0.85	Agree
5. I am coping with the materials needed to study	3.21	0.56	Agree
Grand Mean	**3.04**		**Agree**
Interpretation			**High**

The data in table 5 shows that the level of student's struggle in the New Normal with regards to shift of evaluation performance was very hi The data in table 6 shows that the level of student's struggle in the New Normal with regards to self-learning instruction was high as evidenced by the grand (M=3.04). This further means that respondents encountered the strong and positive relation in the support system towards the classroom environment. The respondents agree in the statement, "I am coping with the materials needed to study", which gained the highest (M=3.21, SD=0.56). On the other hand, respondents agree on the statement, "I am having hard time because I cannot depend on the explanation from the teachers", which bears the least (M=2.94, SD=0.85). This proved that instruction directed from teachers plays a critical role in the increased students' struggles.

Table 7. Level of Student's Struggle in the New Normal related to Absence of Classroom Environment

Statement	Mean	SD	Remarks
1. I cannot learn easily because there is no face-to-face interaction	3.23	0.71	Agree
2. I am not ready to learn because I cannot see what I am learning	3.05	0.77	Agree
3. I learn more in physical classroom than virtual learning	3.42	0.55	Strongly Agree
4. I am having hard time as I cannot interact with my classmates	3.17	0.68	Agree
5. I am distracted with the noises around me	3.36	0.72	Strongly Agree
Grand Mean	**3.25**		**Strongly Agree**
Interpretation			**Very High**

The data in table 7 shows that the level of student's struggle in the New Normal with regards to absence of classroom environment was high as evidenced by the grand (M=3.25). This further means that respondents affirmed the absence of classroom environment that can increase the struggles of students under New Normal. The respondents strongly agree in the statement, "I learn more in physical classroom than virtual learning", which gained the highest (M=3.42, SD=0.55). On the other hand, respondents agree on the statement, "I am not ready to learn because I cannot see what I am learning", which bears the least (M=3.05, SD=0.77). This proved that respondents viewed the struggles of students which resulted in the absence of physical learning environment.

Table 8. Level of Students Struggle in the New Normal related to Teamwork

Statement	Mean	SD	Remarks
1. I am feeling disconnected with the discussion given in the distance learning.	3.20	0.67	Agree
2. I felt that I am not cooperating actively in a distance learning environment.	3.11	0.65	Agree
3. I cannot engage myself if there are group tasks and activities.	3.18	0.66	Agree
4. I felt that teamwork cannot be achieve using distance learning platforms.	3.17	0.68	Agree
5. I prefer self-directed activities compared to teamwork assessment	3.18	0.66	Agree
Grand Mean	**3.17**		**Agree**
Interpretation		**High**	

The data in table 8 shows that the level of student's struggle in the New Normal with regards to teamwork was high as evidenced by the grand (M=3.17). This further means that respondents viewed the lack of cooperation and teamwork which stressed the student's struggle under New Normal. The respondents agree in the statement, "I am feeling disconnected with the discussion given in the distance learning", which gained the highest (M=3.20, SD=0.67). On the other hand, respondents agree on the statement, "I felt that I am not cooperating actively in a distance learning environment", which bears the least (M=3.11, SD=0.65). This proved that respondents experienced struggles in relation to the cooperation happened in distance learning.

Significant Relationship between Conducive Learning Environment and the Students Struggle in the New Normal

Table 9. Significant Relationship between Conducive Learning Environment and the Students Struggle in the New Normal

Variable		r-value	Degree of Correlation	p-value	Analysis
Attainment of Learning Objectives	Evaluation Performance	0.622	Strong	0.000	Significant
	Self-Learning Instruction	0.542	Moderate	0.000	Significant
	Absence of Classroom Environment	0.706	Strong	0.000	Significant
	Teamwork	0.598	Moderate	0.000	Significant

Use of Varied Performance Task	Evaluation Performance	0.626	Strong	0.000	Significant
	Self-Learning Instruction	0.543	Moderate	0.000	Significant
	Absence of Classroom Environment	0.682	Strong	0.000	Significant
	Teamwork	0.611	Strong	0.000	Significant
Availability of Community Resources	Evaluation Performance	0.542	Moderate	0.000	Significant
	Self-Learning Instruction	0.483	Moderate	0.000	Significant
	Absence of Classroom Environment	0.618	Strong	0.000	Significant
	Teamwork	0.515	Moderate	0.000	Significant
Managing Support System	Evaluation Performance	0.635	Strong	0.000	Significant
	Self-Learning Instruction	0.665	Strong	0.000	Significant
	Absence of Classroom Environment	0.707	Strong	0.000	Significant
	Teamwork	0.644	Strong	0.000	Significant

Table 9 exhibits the significant relationship between conducive learning environment and students struggle in the new normal. It can be seen from the table above that a conducive learning environment in terms of attainment of learning objectives has significant relationship to students struggle in the new normal in terms of evaluation performance, self-learning instruction, absence of classroom environment and teamwork as indicated by the obtained r-value ranging (0.542 to 0.706) with a moderate to strong correlation and p-values (0.000) which were lower than the 0.05 level of significance. This meant that attainment of learning objectives may influence students struggle in the new normal.

Conclusions

Based on the findings, the researcher formed the following conclusions.
1. The researcher therefore concluded that the acquisition of learning environment was critical factor in the teaching-learning process. Achieving the learning objectives, variety of performance tasks and support system shaped on how conducive environment being applied.
2. The researcher therefore concluded student's struggle during New Normal is a result on the factors presence on the online learning. The changes brought by traditional classroom to distance learning can cause restraints among students.
3. The researcher therefore concluded that designing the conducive learning environment directly influence the struggles experienced by students under New Normal. The process involved in developing learning environment will affect the perception of students towards their learning.

Recommendations

Based on the conclusions driven, the researcher formulated the following recommendations.
1. The researcher recommended the utilization of various online and digital platforms in designing the

conducive learning environment towards the students. These platforms should consider the objectives, assessment process, and support system required.

2. The researcher recommended to propose and intervention program addressing the student's struggle under New Normal. This intervention should diagnosis and help students coping with their difficulties and challenges in distance learning.

3. The researcher recommended developing and designing digital materials about learning environment which targets the struggling students. The process of creating learning environment should include the dilemma of students.

4. The researcher recommended to conduct parallel and feasible study exploring the student's struggle in other areas of New Normal such as use of technology and readiness in online learning.

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