TEACHING STRATEGIES IN THE NEW NORMAL LEARNING ENVIRONMENT AND DESIRE TO LEARN AMONG THE STUDENTS

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Abstract: This study aimed to determine which domain of teaching strategies in the new normal learning environment best influences desire to learn among the students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on teaching strategies in the new normal learning environment and desire to learn were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level of teaching strategies in the new normal learning environment is very high, the level of desire to learn is very high, there is a significance on the relationship between teaching strategies in the new normal learning environment and desire to learn among the students, and the domain of teaching strategies in the new normal learning environment best influence desire to learn is Behavioral Strategies.

Keywords: Teaching Strategies in the New Normal Learning Environment, Desire to Learn, Educational Management, Quantitative Research

1. Introduction

The health crisis has created unfavorable impact on the learning process not only to teachers but most importantly to the students. As remote learning continues to be the option for a safer schooling, students seem to lose desire to learn sincerely than they use to do. More so, several numbers of these students become disinterested to engage in a meaningful exploration of the contents of their lessons (Riddle, Howell, McGregor & Mills, 2021).

Teachers are key factors in bringing the interest of the students to maximum level. In order to maintain students' interest towards their academic undertakings, teachers have to utilize pedagogical practices that will capture the interest of their students. Hence, it is beneficial to students when their teachers have the necessary competence to help them sustain their desire to learn in their lessons (Veerabhadrappa & Yadav, 2021).

The issue on losing desire to learn among the students has become more evident in this time of the pandemic. Many teachers complain on the poor interest of the students to submit their written works. There are also a number of students who care less about their assignments and their activity sheets. In most cases, teachers are left with designing mechanism that will ensure that their learners are able to submit subject requirements (Kumar, 2021).

Similarly, students these days are no longer interested about topics being covered in their worksheets or in their online classes. There are several of them who neglect the chance to learn more about their lessons because they have no interest of doing so. This issue has prompted teachers to think of alternatives and mechanisms to reverse the problems of these students who show little interest to learn (Mansouri, 2021).

In the local context, the issue on the desire to learn among the students is evident in many ways. In most cases, teachers noted that there is more of students losing interest to learn than those who are not. This is manifested in the low submission of worksheets and summative assessments among the students.

The problem-situations presented are the indication that there is a problem on the desire to learn among the students. The need to address the problem is necessary that it will prevent students from showing perpetual disinterest to their academic activities. Hence, the researcher is prompted to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding the relationship between teaching strategies and desire to learn among the students as the researcher has rarely come across with the same study on the same topic in the local setting.

Research Objectives

This study aims to find out which domain of teaching strategies in the new normal learning environment best influences desire to learn among the students. Specifically, this study sought to answer the following objectives:

1. To describe the level of teaching strategies in the new normal learning environment in terms of:
   1.1 Behavioral strategies;
   1.2 Cognitive strategies, and
   1.3 Effective strategies.

2. To ascertain the level of desire to learn among the students in terms of:
   2.1 Interest;
   2.2 Learning from others, and
   2.3 Responsibility for learning.

3. To determine the significant relationship between teaching strategies in the new normal learning environment and desire to learn among the students.

4. To determine which domains of teaching strategies in the new normal learning environment best influences desire to learn among the students.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between teaching strategies in the new normal learning environment and desire to learn among the students.
2. No domains of teaching strategies in the new normal learning environment best influences desire to learn among the students.

2. Methods

This study used a correlational approach to conduct non-experimental quantitative research. A major portion of quantitative educational research is non-experimental because many critical factors of interest are uncontrollable. Because non-experimental research is such an important strategy for many researchers, it is necessary to establish a classification system for non-experimental methods that is both highly descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs determine the type and extent of a relationship between two naturally occurring variables.

3. Results

Level of Teaching Strategies in the New Normal Learning Environment

Presented in Table 1 is the level of Teaching Strategies in the New Normal Learning Environment with the overall mean of 4.22 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, Effective Strategies obtained the highest mean score of 4.28 or very high. As presented in the

appended table, the mean ratings of the following items under this indicator were as follows: Teacher allows students to have more clarifications and explanations on a certain stimulus, Teacher supports students' sympathy towards others, Teacher helps students have confidence in themselves, Teacher encourages students to interact positively amongst themselves, and Teacher teaches students the way to identify their points of strength and weakness.

The indicator Behavioral Strategies obtained the highest mean of 4.23 with a descriptive rating of very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: The teacher provides the student with information regarding his answer' accuracy all the time, Teacher trains his students on distinguishing between different characteristics of the same concept, Teacher uses specific questions that have specific answers, Teacher helps his students imitate desired models, Teacher awards students for his right answer.

Cognitive Strategies obtained a mean score of 4.15 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Teacher begins with presenting main ideas of the topic at the beginning of the class, Teacher ends reaching – learning situation with connecting the lesson parts together, Teacher encourages students to verify information and facts before giving judgments, Teacher moves from the abstract to the examples, and Teacher begins the teaching – learning situation with presenting a problem to students.

Table 1. Level of Teaching Strategies in the New Normal Learning Environment

Indicator	SD	Mean	Descriptive Level
Behavioral Strategies	0.26	4.23	Very High
Cognitive Strategies	0.61	4.15	High
Effective Strategies	0.55	4.28	Very High
Overall	**0.43**	**4.22**	**Very High**

Level of Desire to Learn among the Students

Presented in Table 2 is the level of *Desire to Learn* Computations revealed an overall mean score of 4.29 or *very high,* indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, *Interest* obtained a mean score of 4.28 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I show genuine interest in learning, I show interest in the subjects I take, I read and research widely on different topics, I get interested in solving problems that others have as well in a topic, and I show interest about topics being taught. *Responsibility for Learning* obtained a mean score of 4. 28 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I take my studies as a personal responsibility and I struggle to gather information on topics so that I can master them.

Learning from Others obtained a mean score of 4.26 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I participate in classroom discussions, I participate in small group work/discussions, I ask questions on topics I do not understand from others, I try to learn from others who are better in studies than me, and I seek help from experts (e.g., teachers) in my studies.

Table 2. Level of Desire to Learn among the Students

Indicator	SD	Mean	Descriptive Level
Interest	0.38	4.35	Very High
Learning from Others	0.85	4.26	Very High
Responsibility for Learning	0.76	4.28	Very High
Overall	**0.68**	**4.29**	**Very High**

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0.323 with a probability value of 0.001 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of *Teaching Strategies in the New Normal Learning Environment* and *Desire to Learn* revealed a computed r-values ranging from .186 to .385 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of *Teaching Strategies in the New Normal Learning Environment* led to the increase in *Desire to Learn*.

Table 3. Significance of the Relationship between Teaching Strategies in the New Normal Learning Environment and Desire to Learn

Teaching Strategies in the New Normal Learning Environment	Desire to Learn		
	R	p-value	Remarks
Behavioral Strategies	.385	.001	Significant
Cognitive Strategies	.264	.012	Significant
Effective Strategies	.186	.000	Significant
Overall	**.323**	**.001**	**Significant**

*Significant at 0.05 significance level.

Significance of the Influence of the Domain of Teaching Strategies in the New Normal Learning Environment on Desire to Learn

Presented in Table 4 is the regression analysis showing the predictive ability of *Teaching Strategies in the New Normal Learning Environment* on *Desire to Learn*. The analysis shows that when *Teaching Strategies in the New Normal Learning Environment* was regressed on *Desire to Learn*, it generated an F-value of 48.23 with 0.01. The value of this regression is 48.23 with 0.01. It can be stated that *Teaching Strategies in the New Normal Learning Environment* influenced *Desire to Learn*. Among the indicators of *Teaching Strategies in the New Normal Learning Environment* only one gave significant influence on *Desire to Learn*, which is *Behavioral Strategies*, t=1.53, P=0.492.

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Desire to Learn

Desire to Learn

Teaching Strategies in the New Normal Learning Environment	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	1.6285	0.6891	168	0.000
Behavioral Strategies	-0.06128	0.06258	1.53	0.492
Cognitive Strategies	0.67362	0.07492	0.28	0.000
Effective Strategies	0.06298	0.09148	0.34	0.548
R	0.362			
R²	0.728			
F	48.23			
p	0.000			

Conclusion

With considerations on the findings of the study, conclusions are drawn in this section. The level of teaching strategies in the new normal learning environment is very high, the level of desire to learn is very high, there is a significance on the relationship between teaching strategies in the new normal learning environment and desire to learn among the students, and the domain of teaching strategies in the new normal learning environment best influence desire to learn is Behavioral Strategies.

The results of this study revealed that the level of teaching strategies in the new normal learning environment is very high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Cognitive Strategies.

Meanwhile, the study revealed a very high level of desire to learn. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Learning from Others.

The study found a significant relationship between teaching strategies in the new normal learning environment and desire to learn among the students. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that the domain of teaching strategies in the new normal learning environment best influence desire to learn is Behavioral Strategies. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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