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## Research Article

### Perceived Challenges and Coping Mechanism in Transitional Learning on Students' Performance in TLE

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#### ABSTRACT

This study aimed to determine the perceived challenges and coping mechanisms in transitional learning on students' performance in TLE based on the achievement test. This employed the descriptive-correlational with the comparative design of quantitative method as participated by 150 Grade Nine (9) respondents in the researcher's locale, who were chosen using the random sampling procedures. The data were gathered using an evaluation questionnaire and achievement test which are validated with the help of the experts. Data communications were established before data gathering procedures and were analyzed using percentage, mean, weighted mean, standard deviation, Pearson  $r$ , and t-test. The respondents were at the level of approaching mastery in TLE 9 competencies. The study's findings revealed that there was a significant difference in perceived challenges and coping mechanisms in transitional learning and the sex profile of the respondents. However, there is no significant relationship between the perceived challenges and coping mechanisms in transitional learning and TLE performance. The study recommends the enhancement of teaching.

**Keywords:** *Challenges, Coping Mechanism, Students' Performance, Transitional Learning*

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#### Introduction

The implementation of modular distance learning has a great impact on the student's performance and their attitude and behavior toward learning. Several types of research had been conducted to identify the challenges encountered and coping mechanisms as a strategy to address the difficulties of the students, (Nardo, M.T.B., 2017). Meanwhile, as the

Covid-19 cases decreased, face-to-face instruction returned gradually through a limited setup. Through this, transitional learning was emphasized in this study. Magsambol (2021) has categorized problems with the start of in-person classes, including inadequate health resources at the school, such as a clinic and hand-washing, as well as other resource gaps, like a lack of classroom space, a lack of water supply,

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and the glaring absence of a school nurse. As a result, the Department of Education (2022) emphasizes that public health and safety initiatives should continue to place a high priority on educators.

The limited number of learners, low motivation to learn, and difficulty in obtaining learning outcomes all had an impact on how learners interacted with one another during practical tasks (Khan, U. R., et al., 2021). Weariness harmed both students' and teachers' ability to conduct a class as a result of spending more time lecturing in a "COVID-19 safe" environment. In another case, educational institutions are displeased with the rules they must follow whenever classes resume, which state that they are responsible for various safety and health measures (Zafra, 2020). It is clear that the previous academic year was very different from what we were used to, and it was certainly not something that anyone expected to go through. Learners faced several difficulties when limited face-to-face learning was implemented. When there were insufficient face-to-face learning opportunities and no effective and efficient learning strategies, it would be acceptable for learning to be ineffective and for students to be less motivated. Students who had been doing distance learning for two years were already enjoying it. It did not follow that teachers could not overcome those difficulties.

However, after the adoption of Modular Distance Learning (MDL), found that learners' academic performance had decreased, Dargo & Dimas (2021). Students experienced social isolation, a lack of support, and uncertainty about their academic future as a result of the temporarily closed of schools. The high academic, social, and personal demands of navigating higher education contribute to the high levels of stress, anxiety, and depression that are common among secondary students (Prowse, et. al, 2021).

Therefore, the researcher is concerned regarding the challenges encountered by the learners in the transition from modular distance learning to in-person or full face-to-face instruction. Moreover, the coping mechanism to address the challenges will be discussed in this study as its impact on the performance of

the respondents academically, which may be useful for creating a learning plan.

## **Methods**

### ***Research Design***

The study employed a quantitative method with descriptive-correlational with comparative design to determine the challenges encountered by the students in transitional learning (modular to face-to-face instruction) and to identify the coping mechanism that may address the challenges mentioned in this study, that may affect the performance of the students in TLE.

### ***Sampling and Ethical Considerations***

The researcher used a random sampling technique in selecting the respondents. The researcher locale has 233 Grade 9 students. Out of 233 students as a population, 150 students were chosen as respondents in this study. On the other hand, Slovin's formula was applied with a 5% margin of error and obtained a sample size of 150 Grade 9 students.

### ***Research Instruments***

Two (2) instruments were used to gather information and relevant data. These instruments include achievement tests and evaluation questionnaires.

The achievement test was used to determine the learned/mastered competency of the respondents. This was a researcher-made test composed of 40 items in which the competencies were distributed equally using the table of specifications. The questions were standardized wherein cognitive, affective, and psychomotor domains were reflected.

In addition, the researcher utilized a checklist/ evaluation questionnaire to gather relevant data regarding the challenges and coping mechanisms of the students in the transition from modular distance learning to face-to-face instruction. The questionnaire utilized Likert Scale and has a scale of Strongly Agree, Agree, Disagree, and Strongly Disagree. It was composed of three (3) parts: profile of the respondents, challenges encountered by the students in transitional learning, and coping mechanisms in addressing the challenges that have been mentioned.

**Data Analysis**

In analyzing the data relevant to the indicated research problems, descriptive and inferential statistics were used. First, to evaluate the achievement test scores of the respondents in TLE 9 competencies, percentage and mean were used. In determining the perceptions of the respondents based on the perceived challenges in difference in perceived challenges and coping mechanisms of the respondents in terms of their profile, a t-test for dependent samples was used. Lastly, to identify the significant relationship between the perceived challenges encountered by the students and their coping mechanisms to their performance in TLE 9, Pearson r was applied.

**Results and Discussion**

**Level of Mastery in TLE 9 Competencies of the Respondents**

This shows the frequency in Grade 9 students' level of mastery on the achievement test in the subject of TLE covered all the required and/or most essential learning competencies

with a relative MPS of data collection and verbal interpretation.

Table 2 shows that 69 students are approaching mastery (49%); 52 students have an average mastery in all competencies (34.67%); 23 students are close to mastery (15.33%); four (4) students have low mastery (2.67%); and two students have mastered all competencies (1.33%). As a result of the presented data, approximately 62.66% of the 150 students have learned nearly all of the competencies covered in TLE 9. According to the collected data, respondents have not fully acquired the competencies that should be learned during the implementation of modular distance learning to in-person classes (transitional learning).

This implies that grade 9 students face difficulties in transitional learning (from the MDL to in-person classes). The findings of the present study were supported by the findings of Lemay et al. (2021), which showed that while some students reported being successful in their academic endeavors, others had hurdles and difficulties as they made the transitional learning.

Table 2. Level of Mastery of the Respondents in TLE 9 Competencies

MPS	FREQ.	PERCENT	Verbal Interpretation
96 - 100%	2	1.33	Mastered
89 - 95%	23	15.33	Closely Approximating Mastery
66 - 85%	69	46.00	Moving Towards Mastery
35 - 65%	52	34.67	Average
15 - 34%	4	2.67	Low
5 - 14%		0.00	Very Low
0 - 4%		0.00	Absolutely No Mastery
<b>TOTAL</b>	<b>150</b>	<b>100.00</b>	

DepEd Memorandum No. 160, s. 2012

**Legend:**

MPS	Mastery / Achievement Level	Descriptive Equivalent
96 - 100%	Mastered	
86 - 95%	Closely Approximating Mastery	
66 - 85%	Moving Towards Mastery	
35 - 85%	Average	
15 - 34%	Low	
5 - 14%	Very Low	
0 - 4%	Absolutely No Mastery	

### Perceived Challenges in Transitional Learning

This presents the students' perception regarding the challenges encountered in transitional learning including focus, interaction, and learning gap. Indicators are also presented along with the relative mean, standard deviation, and verbal interpretation in a tabular format.

### Focus

The table shows the perceived challenges in transitional learning in terms of focus. The data revealed that the students "agree" and considered "focus" as one of the difficulties in transitional learning ( $M=2.56$ ,  $SD= 0.57$ ).

Table 3.1 Perceived Challenges in Transitional Learning of Grade 9 Students in Terms of Focus.

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. I have a lot going on in my mind so I can't focus on the discussion.	2.67	0.74	Agree
2. I get easily distracted during in-person classes.	2.65	0.73	Agree
3. I find it hard to focus in class since I got used to staying at home during modular distance learning.	2.75	0.83	Agree
4. I have no interest in learning new lessons.	2.17	0.91	Disagree
<b>OVERALL</b>	<b>2.56</b>	<b>0.57</b>	<b>Agree</b>

**Legend:**

3.50 – 4.00	Strongly Agree
2.50 – 3.49	Agree
1.50 – 2.49	Disagree
1.00 – 1.49	Strongly Disagree

Table 3.1 presents the mean and standard deviation of the perceived challenges in transitional learning in terms of focus. The statement "I find it hard to focus in class since I got used to staying at home during modular distance learning" obtained the highest mean score ( $M=2.75$ ,  $SD=0.83$ ). Additionally, the statement "I have a lot going on in my mind so I can't focus in the discussion and I get easily distracted during in-person classes" ( $M=2.67$ ,  $SD=0.74$  and  $M=2.65$ ,  $SD=0.73$ , respectively). A study conducted before the COVID-19 pandemic revealed that students are especially susceptible to mental health issues. Older age and female sex were factors associated with mental health, though the connection was not very strong. Therefore, it was assumed that the general student population displayed a wide range of mental health disorder symptoms (Aslan et al., 2020). Students also used to depend on their mobile phones and get addicted to them during modular distance learning. Hence, this might be the reason why the students have difficulty focusing in class discussions instead of paying

attention to what their teachers are trying to explain.

Lastly, the lowest mean score is statement number 4, "I have no interest in learning new lesson" ( $M=2.17$ ,  $SD=0.91$ ) with the verbal interpretation of disagree. Although the respondents find it hard to focus on the class discussion, it will not cause them to lose interest in their studies and learn new lessons. This implies that one of the challenges in transitional learning of the students is having a lack of focus in their studies because they used to be at home while studying. Moreover, the changes in the learning modality can be challenging for learners, especially when it comes to maintaining focus and attention on the new information being learned (Listari et al., 2021).

### Interaction

Table 3.2 demonstrates the challenges perceived by the students in transitional learning in terms of interaction. The students "agree" that it was challenging to interact with their classmates or teachers at the beginning of the

implementation of in-person classes ( $M= 2.65$ ,  $SD=0.64$ ). Likewise, the teacher can directly interact with and motivate their students to learn however, students are not ready to cope with

the sudden change of the education system from face-to-face to modular distance learning until going back to full implementation of f2f.

Table 3.2 Perceived Challenges in Transitional Learning of Grade 9 Students in Terms of Interaction.

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. I have no courage to initiate a conversation with my classmates to ask about our learning task.	2.61	0.83	Agree
2. I can't express myself to others because I am a very shy person.	2.76	0.81	Agree
3. I prefer to be alone because I don't know how to make friends with others.	2.50	0.83	Agree
4. I am not comfortable performing in front of the class especially when my classmates are looking at me.	2.73	0.90	Agree
<b>OVERALL</b>	<b>2.65</b>	<b>0.64</b>	<b>Agree</b>

**Legend:**

3.50 – 4.00	Strongly Agree
2.50 – 3.49	Agree
1.50 – 2.49	Disagree
1.00 – 1.49	Strongly Disagree

The statement “I can't express myself to others because I am a very shy person” obtained the highest mean score ( $M=2.76$ ,  $SD=0.81$ ). According to some class observations by the researcher during limited face-to-face instruction, where the students were instructed to write anything that they were feeling, 90% of the class had written that they were shy or afraid because, after years of learning independently, the students developed a fear of talking to anyone. And as a result, they start to feel anxious when there are people around them.

Additionally, indicators 4 and 1 ( $M=2.73$ ,  $SD=0.90$  and  $M=2.61$ ,  $SD=0.83$ , respectively). Similarly, they feel that they are new to the learning environment and as well as with their teachers and classmates. Being surrounded by new people, there is a tendency that a person cannot be able to socialize (Damar and Mariska, 2021).

Lastly, the lowest mean score of 2.50 and 0.83 SD, were obtained from the statement “I

prefer to be alone because I don't know how to make friends with others” with the verbal interpretation “agree”. Thus, the interaction was perceived as one of the challenges in the Transitional Learning of Grade 9 Students. Effective learning and teaching require active interaction between teachers, students, and the learning environment. During the transitional phase, it can be challenging to maintain this interaction. To address this challenge, teachers need to implement interactive learning strategies and encourage communication between individuals in the learning environment.

### Learning Gap

As shown in Table 3.3, the learners agree that the learning gap is one of the challenges they encountered in transitional learning ( $M=2.59$ ,  $SD=0.56$ ). It implies that during the modular distance learning modality, the learning material, even with proper instruction, was not reliable in the process of learning.

Table 3.3 Perceived Challenges in Transitional Learning of Grade 9 Students in Terms of Learning Gap

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. I don't have much information about other topics in TLE.	2.49	0.83	Disagree
2. I am not familiar with some terms/words being used in TLE subjects.	2.52	0.75	Agree
3. I am having difficulty understanding some logical concepts in TLE.	2.64	0.76	Agree
4. I did not acquire the basic knowledge and skills in TLE during modular distance learning.	2.66	0.72	Agree
5. I can't do other performance tasks during in-person classes due to a lack of skills as a result of modular distance learning.	2.65	0.81	Agree
<b>OVERALL</b>	<b>2.59</b>	<b>0.56</b>	<b>Agree</b>

**Legend:** 3.50 – 4.00 Strongly Agree  
2.50 – 3.49 Agree  
1.50 – 2.49 Disagree  
1.00 – 1.49 Strongly Disagree

Moreover, the highest mean score about the learning gap as a challenge encountered by the learners was the statement, "I did not acquire the basic knowledge and skills in TLE during modular distance learning" (M= 2.66, SD=0.72). While the statement "I can't do other performance tasks during in-person classes due to lack of skills as a result of modular distance learning" (M= 2.65, SD= 0.81; "I am having difficulty in understanding some logical concepts in TLE" (M= 2.64, SD= 0.76) and "I am not familiar with some terms/words being used in TLE subject" (M= 0.52, SD=0.75), respectively. Lastly, the statement that got the lowest mean score (M=2.49, SD=0.83) with relative interpretation "disagree" was "I don't have much information about other topics in TLE."

In addition, as we navigate the world of education, it has become increasingly clear that there are several challenges faced by learners. The table summarizes that one of the perceived challenges in transitional learning is the learning gap. This compounding phenomenon, which occurs as students move up the educational ladder, poses a serious obstacle for both teachers and students. When students failed to master a skill and moved on to a new lesson

without receiving remediation, learning gaps occurred (Torres, 2021).

#### **Coping Mechanism of Grade 9 Students**

This presents the students' perception regarding the coping mechanism addressing the challenges encountered in transitional learning in terms of motivation; psychosocial support activity; self-discipline; and social support. Indicators are also presented along with the relative mean, standard deviation, and verbal interpretation in a tabular format.

Based on the analyzed data from Table 4.1., a coping mechanism addressing the challenges encountered by the learners in transitional learning with regards to motivation obtained an overall mean of 3.37 and SD of 0.57 which is interpreted as "agree." Furthermore, the highest mean obtained was indicator 2, where the respondents considered the statement, "I am happy to learn every time I get extra points in recitation during in-person classes" (M=3.43, SD=0.69). This strengthens the study of Cherry (2022), where extrinsic motivation is when the learners are motivated to perform a behavior or engage in an activity because they want to earn a reward or avoid punishment.

Table 4.1 Perceived Coping Mechanism of Grade 9 Students in Terms of Motivation

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. I am excited to go to school to meet my teachers and classmates.	3.31	0.73	Agree
2. I am happy to learn every time I get extra points in recitation during in-person classes.	3.43	0.69	Agree
3. I am interested to learn more especially when there is collaboration with my classmates.	3.35	0.69	Agree
4. I am inspired to study when I am rewarded every time I pass my subjects.	3.39	0.62	Agree
<b>OVERALL</b>	<b>3.37</b>	<b>0.57</b>	<b>Agree</b>

**Legend:**  
 3.50 – 4.00 Strongly Agree  
 2.50 – 3.49 Agree  
 1.50 – 2.49 Disagree  
 1.00 – 1.49 Strongly Disagree

The fourth statement, "I am inspired to study when I am rewarded every time I pass my subjects" (M=3.39, SD=0.62), was the second statement that falls under the verbal interpretation of agree. This claim was supported by Margolang et al. (2019), who discovered that providing rewards had a favorable and significant link with student motivation.

It was then followed by the statement "I am interested to learn more especially when there is collaboration with my classmates" (M=3.35, SD=0.69). Some studies agreed with the findings that students learn more when there is collaboration, one of these is the study of Backer et al. (2018), who stated that students prefer collaborative grouping to improve their learning. The last statement, which has the lowest

mean but still falls under the verbal interpretation of "agree" is statement number 1 "I am excited to go to school to meet my teachers and classmates" (M=3.31, SD=0.73). Students are more likely to be interested in their learning when they look forward to class. They are eager to take part, ask inquiries, and provide their opinions. This excitement can contribute to the development of a supportive learning environment that fosters teamwork, creativity, and critical thinking (French, 2023). Thus, schools and classrooms must be designed such that students look forward to attending class each day. This gives the students room for asking questions, participate in the learning process, and take responsibility for their education.

Table 4.2 Perceived Coping Mechanism of Grade 9 Students in Terms of Psychosocial Support Activity

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. Helps me to cope with the sudden change in the transition from modular distance learning to face-to-face instruction.	3.17	0.63	Agree
2. Encourages me not to be afraid to interact and be friends with others.	3.13	0.66	Agree
3. Manages my feelings toward the new environment of learning.	3.12	0.66	Agree
4. Leads me through the activity facilitated by our teacher that may help me to manage my stress.	3.11	0.66	Agree
5. Reduces the stress I am going through by answering the activity given by my teacher.	3.05	0.63	Agree

	<b>OVERALL</b>	<b>3.11</b>	<b>0.49</b>	<b>Agree</b>
<b>Legend:</b>	3.50 – 4.00 Strongly Agree			
	2.50 – 3.49 Agree			
	1.50 – 2.49 Disagree			
	1.00 – 1.49 Strongly Disagree			

Table 4.2 showed the mean and standard deviation of the Perceived Coping Mechanism of Grade 9 Students in terms of Psychosocial Support Activity. The highest mean was indicator 1, "Helps me to cope with the sudden change in the transition from modular distance learning to face-to-face instruction" (M= 3.17, SD 0.63).

It was followed by indicator 2, "Encourages me not to be afraid to interact and be friends with others" (M= 3.13, SD = 0.66). The statement revealed that grade 9 students' psychosocial activities make them not to become afraid to interact with their friends despite the pandemic. This assertion was supported by Addy et al. (2021), who found that students confided in their friends to get rid of their worries and began to trust their classmates or friends.

The third highest indicator was statement number 3, "Manages my feelings toward the new environment of learning" (M=3.12, SD 0.66). The results showed that Grade 9 students know how to manage their feelings so that they can fit into the new learning environment.

Then followed by indicator 4, "Leads me through the activity facilitated by our teacher that may help me to manage my stress" (M=3.11, SD= 0.66). Lastly, indicator 5 "Reduces the stress I am going through by answering the activity given by my teacher" (M=3.05, SD=0.63). A growing body of research has also suggested that Psychosocial Support Activities such as exercise can help increase resilience and reduce stress reactivity with the sudden change in the learning environment (Childs and de Wit, 2014; Mücke et al., 2018).

The table revealed that grade 9 students agreed that psychosocial support activity was one of their coping mechanisms in transitional learning (M=3.11, SD=0.49). The result supported the opinions of experts like Halladay et al. (2020), who see psychosocial promotes the welfare of all children, making sure they feel secure and supported physically, socially, emotionally, and academically as techniques of schools developing trauma-informed learning environments.

Table 4.3 Perceived Coping Mechanism of Grade 9 Students in Terms of Self-Discipline

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. I pay attention to my teacher during discussions so that I can answer the learning tasks easily afterward.	3.22	0.74	Agree
2. I strive hard to learn to get good grades and pass the subjects.	3.27	0.65	Agree
3. I participate actively in the discussion.	3.28	0.61	Agree
4. I surrender my cell phone to my teacher so I can focus on class discussions.	3.24	0.64	Agree
5. I develop my study habits to work hard on the given task during in-person classes.	3.21	0.68	Agree
<b>OVERALL</b>	<b>3.25</b>	<b>0.50</b>	<b>Agree</b>
<b>Legend:</b>	3.50 – 4.00 Strongly Agree		
	2.50 – 3.49 Agree		
	1.50 – 2.49 Disagree		
	1.00 – 1.49 Strongly Disagree		

Table 4.3 showed the mean and standard deviation of the perceived coping mechanism of grade 9 students in terms of self-discipline. Grade 9 students agree with indicator 3, "I participate actively in the discussion" The table also shows that indicator 3 has the highest mean and lowest standard deviation ( $M= 3.28$ ,  $SD= 0.61$ ). This showed that grade 9 student actively participated in the discussion despite the difficulties in transitional learning.

This was followed by indicator number 2, "I strive hard to learn to get good grades and pass the subjects" ( $M= 3.27$ ,  $SD 0.65$ ). When students are well-prepared and follow a strict schedule, they frequently give their best presentations on the topic, which makes them feel fulfilled and increases their desire to study (Blegur, 2017).

The third in line was the fourth indicator, "I surrender my cellphone to my teacher so I can focus on class discussion" ( $M=3.24$ ,  $SD= 0.64$ ). Grade 9 students were instructed in this school to surrender their phones during class hours so they can focus on their studies. This implies

that students practice their self-discipline in using phones. This result was strengthened by Mendoza et al. (2018), who revealed in their research that on the quiz covering the topics covered in the third quarter of the lecture, respondents/students who kept their cell phones performed worse than those who did not.

It was followed by indicator 1, "I pay attention to my teacher during the discussion so that I can answer the learning tasks easily afterward" ( $M=3.22$ ,  $SD= 0.74$ ). Lastly is the number 5 indicator, "I develop my study habits to work hard on the given task during in-person classes" ( $M= 3.21$ ,  $SD= 0.68$ ). The result was supported by Manandhar and Shrestha (2019), that developing good study habits is very important for all students, regardless of their background, as it increases students' capacity for self-discipline, self-direction, and academic success. They added that developing excellent study habits is a crucial step in the learning process. Thus, study habit is one of the best coping mechanisms for students.

Table 4.4 Perceived Coping Mechanism of Grade 9 Students in Terms of Social Support

Indicators	Mean	Std. Deviation	Verbal Interpretation
1. My classmates help me whenever I do not understand a certain topic in TLE.	3.12	0.62	Agree
2. My relatives inspire me to study well so that I can achieve my goals in life.	3.23	0.65	Agree
3. Whenever my teacher had free time, I approach him/her to clarify tasks that confuse me.	3.10	0.65	Agree
4. My friends comfort me whenever I am having difficulty adjusting to this sudden change in learning.	3.13	0.65	Agree
5. My parents help me to cope-up with my problems and encourage me to do my best in school.	3.22	0.64	Agree
<b>OVERALL</b>	<b>3.16</b>	<b>0.48</b>	<b>Agree</b>

**Legend:**  
 3.50 – 4.00 Strongly Agree  
 2.50 – 3.49 Agree  
 1.50 – 2.49 Disagree  
 1.00 – 1.49 Strongly Disagree

Table 4.4 showed the mean and standard deviation of the perceived coping mechanism of grade 9 students in terms of social support. Indicator number two, "My relatives inspire me to study well so that I can achieve my goals in

life" has the highest mean ( $M= 3.23$ ,  $SD = 0.65$ ), followed by indicator number five, "My parents help me to cope-up with my problems, and encourage me to do my best in school" ( $M=3.22$ ,  $SD=0.64$ ). This implies that grade 9 students

are family oriented. Some studies reported that Family support was discovered to be favorably related to coping mechanisms. There is a positive correlation between family support and coping mechanisms (Yang et al., 2022). Thus, family support is one of the coping mechanisms perceived by students.

The third line was indicator number four, "My friends comfort me whenever I am having difficulty in adjusting to this sudden change in learning" (M= 3.13, SD= 0.65). It was followed by indicator one, "My classmates help me whenever I do not understand a certain topic in TLE" (M= 3.12, SD= 0.62). These statements indicate that Grade 9 students prefer to communicate with their classmates and friends as their coping strategy. Lastly was indicator number 3 "Whenever my teacher had free time, I approach him/her to clarify tasks that confuse me" (M= 3.10, SD= 0.65). Students revealed that they are not shy in talking to their teachers to cope with transitional learning.

The table revealed that grade 9 students agreed that social support was one of their coping mechanisms in transitional learning. Each respondent's responses demonstrated that people seek support from others when they are struggling. This assistance is typically of an emotional or academic character. Students receive emotional support from their friends, parents, or teachers in the form of counsel, empathy, and encouraging words.

This finding is consistent with that of Guevarra and Cimanés' (2017) study, which found that student's primary coping mechanism is social support. Social support includes talking to someone who has had a similar experience, getting advice from others, sharing feelings, receiving sympathy, or simply telling someone how you feel. When they feel that their opinions are being heard, students believe that their perceptions about the problematic scenario or the issue are valid.

Table 5 Significant Difference between the Perceived Challenges and Coping Mechanisms to the Profile of the Respondents (Sex)

Variables	Profile - Sex (Male/Female)				
	Mean	SD	t	df	Sig. (2-tailed)
<b>Perceived Challenges</b>					
Focus	-.88	.71	-14.174	131	.000
Interaction	-1.05	.82	-15.678	149	.000
Learning Gap	-.99	.78	-15.679	149	.000
<b>Coping Mechanism</b>					
Motivation	-1.77	.79	-27.615	149	.000
Psychosocial Support Activity	-1.51	.69	-26.816	149	.000
Self-Discipline	-1.65	.71	-28.515	149	.000
Social Support	-1.56	.68	-27.955	149	.000

Table 5 reveals the significant difference between the perceived challenges (focus, interaction, and learning gap) and coping mechanisms (motivation, psychosocial support activity, self-discipline, and social support) in Transitional Learning of Grade 9 students and the demographic profile as to sex.

It revealed that in terms of focus ( $p = .000$ ,  $n = 131$ ,  $t = -14.17$ ), interaction ( $p = .000$ ,  $n = 149$ ,  $t = -15.68$ ), and learning gap as the perceived challenges ( $p = .000$ ,  $n = 149$ ,  $t = -15.68$ ), the null hypothesis was rejected. While it showed that in terms of motivation ( $p = .000$ ,  $n$

$= 149$ ,  $t = -27.62$ ), psychosocial support activity ( $p = .000$ ,  $n = 149$ ,  $t = -26.82$ ), self-discipline ( $p = .000$ ,  $n = 149$ ,  $t = -28.52$ ), and social support ( $p = .000$ ,  $n = 149$ ,  $t = -27.96$ ) as coping mechanisms, the null hypothesis was also rejected. The level of significance used was .05. The p-values of all the perceived challenges (focus, interaction, and learning gap) were all less than .05, which makes the perceived challenges have a significant difference in demographic profile in terms of sex. Moreover, p-values in coping mechanisms were all less than .05, which makes the coping mechanisms (motivation,

psychosocial support activity, self-discipline, and social support) have a significant difference in demographic profile in terms of sex. Despite their differences (in terms of sex), grade 9 students at SINHS have the coping mechanisms that have helped them overcome challenges while completing their transitional education.

Moreover, the result of this study was supported by Yazon et al. (2018), who pointed out that coping mechanisms are coping tactics people regularly use when faced with complex emotions or circumstances; they help students (male/female) respond to challenging circumstances while also keeping their mental well-being.

Table 6 Significant Relationship between the Perceived Challenges and Coping Mechanisms to the Performance in TLE 9

Variables	TLE PERFORMANCE
<b>Perceived Challenges</b>	
Focus	.723
Interaction	.398
Learning Gap	.428
<b>Coping Mechanism</b>	
Motivation	.101
Psychosocial Support Activity	.888
Self-Discipline	.172
Social Support	.480

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

\**. Correlation is significant at the 0.05 level (2-tailed).*

Table 6 reveals the correlation between the perceived challenges (in terms of focus, interaction, and learning gap) and coping mechanisms (psychosocial support activity, self-discipline, and social support) in Transitional Learning of Grade 9 Students and their TLE performance.

Moreover, the table revealed that terms of focus were highly correlated to Grade 9 TLE performance ( $r = .723$ ,  $p < .05$ ). In terms of the second perceived challenge, there was a low correlation between the interaction and the TLE performance of Grade 9 students ( $r = .398$ ,  $p < .05$ ). In addition, the Grade 9 TLE performance and the Learning Gap have a moderate correlation ( $r = .428$ ,  $p < .05$ ).

Based on the results of the study, perceived challenges in terms of motivation under coping mechanisms have a negligible correlation to Grade 9 TLE performance ( $r = .101$ ,  $p < .05$ ). In terms of the second coping mechanism, there was a very high correlation between the psychosocial support activity and the TLE performance of Grade 9 students ( $r = .888$ ,  $p < .05$ ). In addition, the Grade 9 TLE performance and

self-discipline have a negligible correlation ( $r = .172$ ,  $p < .05$ ).

Moreover, the table revealed that there is no significant relationship between the perceived challenges (in terms of focus, interaction, and learning gap) and coping mechanisms (psychosocial support activity, self-discipline, and social support) in Transitional Learning of Grade 9 Students and their TLE performance. Thus, the null hypothesis was accepted.

## Conclusion

There is a significant difference between the perceived challenges (focus, interaction, and learning gap) and coping mechanisms (motivation, psychosocial support activity, self-discipline, and social support) in transitional learning of Grade 9 Students and the demographic profile in terms of sex. On the other hand, there is no significant relationship between the perceived challenges (in terms of focus, interaction, and learning gap) and coping mechanisms (psychosocial support activity, self-discipline, and social support) in Transitional Learning of Grade 9 Students and their

TLE performance. Thus, the null hypothesis was accepted.

### Recommendations

Teachers and school officials are encouraged to execute a thorough review of the students' baseline skills using an objective item analysis before the start of the quarter or the school year. This will aid them in creating supplemental materials that will help the students master the necessary competencies.

The teachers are also recommended to enhance teaching strategies that may help students to focus during discussion. During transitional learning (MDL to in-person instruction), students were afraid to interact with their teachers or classmates. For the students to socialize with their peers, work with their colleagues, and collaborate with their classmates, teachers should integrate interactive activities that will enhance the interpersonal skills of the students.

The incorporation of psychosocial support activities in the curriculum is advised to be improved by curriculum policymakers and administrators to aid students in adjusting to rapid shifts in learning. Through these exercises, instructors and students may be encouraged to manage and comprehend whatever anxiety or worry they may be feeling.

Master teachers, Curriculum experts/writers, Education Program Specialists, and DepEd officials are encouraged to take into account multiple intelligences that differentiate each learner when developing the curriculum and other curricular materials as well as approaches and teaching strategies to address how students learn best and link the instruction to their interests with relative differentiation.

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