

Grittiness and Stressors of Grade Six in Flora District as Basis for Intervention

ABSTRACT

Purpose:This study aimed to evaluate the grittiness and coping strategies of Grade Six students in Flora District during the new normal education delivery, particularly in the context of Modular Distance Learning amid the COVID-19 pandemic. The research sought to identify the factors affecting learners' adaptability and how they managed stressors related to the educational transition.

Methods:The descriptive research design was employed, involving a sample of 60 learners. Data were collected through a structured questionnaire and informal interviews. The profiling of learners included demographic factors such as age, sex, parental education, occupation, number of siblings, and availability of learning resources at home. Statistical tools, including frequency counts, percentages, and weighted means, were utilized to analyze and interpret the data.

Major Findings:The findings indicated a predominantly female population among the learners, with parents primarily engaged in farming and having completed formal education. Most students had access to modular resources, including Learning Activity Sheets and textbooks, which facilitated their participation in Modular Distance Learning. The study revealed that learners exhibited substantial levels of grittiness, which correlated with effective coping strategies amid the challenges posed by the pandemic.

Conclusions:The study concluded that fostering a supportive educational environment through adequate learning resources and targeted interventions is essential for enhancing students' resilience and grit in the face of adversity. It emphasizes the importance of tailored curricula and effective management strategies by school heads and educators to meet the unique needs of learners in the evolving educational landscape.

KEYWORDS

Grit, Coping Strategies, Stressors, New Normal Education

1. INTRODUCTION

The transition to new normal education, necessitated by the COVID-19 pandemic, has posed unprecedented challenges to learners, particularly those in the elementary grades. In the Flora District, Grade Six learners are navigating an educational landscape characterized by modular distance learning, marked shifts in teaching methodologies, and increased reliance on technology. This new environment demands not only academic engagement but also psychological resilience and effective coping strategies. The present study, titled "Grittiness and Stressors of Grade Six in Flora District as Basis for Intervention," investigates learners' levels of grit—defined as perseverance and passion for long-term goals—and the associated stressors they encounter during this transformative period.

According to Gonzalez et al. (2021), educational disruptions can lead to heightened stress levels among students, negatively impacting their academic performance and psychological well-being. The transition to remote learning, especially during the COVID-19 pandemic, has created unique challenges that students have had to navigate, such as the lack of direct interaction with teachers, decreased motivation, and increased feelings of

isolation. These stressors can severely affect a student's ability to engage with their academic tasks and maintain mental health. The concept of "grit," as coined by Duckworth et al. (2007), plays a crucial role in students' ability to persevere amid challenges. Grit is defined as the combination of passion and sustained persistence toward long-term goals. In the context of this study, grit is particularly vital as it enables students to confront various obstacles they face in the new normal of education. Students exhibiting high levels of grit are more likely to remain focused on their educational objectives, regardless of the immediate setbacks presented by distance learning challenges.

This study investigates the levels of grittiness among Grade Six learners in the Flora District and examines how these levels correlate with the stressors they experience. By understanding the interplay between grit and the unique stressors associated with modular distance learning, educators can develop targeted interventions that foster resilience among students. Cultivating grit can empower learners to adopt more effective coping strategies, thereby enhancing both their psychological well-being and academic performance in an ever-evolving educational landscape. However, the unique stressors associated with remote learning—such as the lack of direct teacher interaction, inadequate learning resources, and family obligations—may hinder students' development of grit and exacerbate their stress levels (Kumar et al., 2020).

In light of the challenges presented by the new normal education, this study aims to address several key questions: What is the level of grittiness among Grade Six learners? What specific stressors do these learners face in the academic, psycho-social, and health-related domains? Lastly, what interventions can be proposed to enhance their grit and mitigate the adverse effects of stress?

To address these concerns, the study proposes the implementation of targeted interventions tailored to the identified needs of Grade Six learners. By understanding the interplay between grit and stressors, educators and stakeholders can design comprehensive support systems that empower students to thrive academically and emotionally.

Prior research has demonstrated a significant correlation between grit and academic achievement (Duckworth et al., 2007). Furthermore, studies indicate that effective coping strategies can alleviate stress and enhance students' resilience (Friedman, 2018). However, the specific impact of modular distance learning on the grit and stress levels of elementary learners remains under-explored, particularly in the context

2. LITERATURE REVIEW

The literature surrounding grittiness, coping mechanisms, and educational challenges during the COVID-19 pandemic provides a comprehensive backdrop for understanding the complexity of learner experiences in the new normal. This review synthesizes relevant studies on grit, the psychological impacts of remote learning, and effective coping strategies.

2.1. Grit and Academic Success

Grit, as defined by Duckworth et al. (2007), comprises passion and sustained persistence applied toward long-term goals. Duckworth's research emphasizes that while intelligence and talent are significant, they do not guarantee success; rather, it is the consistent effort and resilience in the face of failure that differentiates high achievers from their peers. The concept of grit has been linked to various positive academic outcomes, including higher GPAs and persistence in educational settings (H want et al., 2018). In the context of younger learners, developing grit can significantly impact their ability to engage with academic challenges and maintain focus in a rapidly changing educational landscape.

The implications of implementing intervention programs aimed at fostering grit are substantial. These programs can equip students with the tools necessary to develop resilience, thereby improving their academic success. For example, incorporating remedial instruction can address gaps in learning caused by the transition to new educational modalities, allowing students to strengthen their foundational skills. Additionally, utilizing online applications tailored for learning can provide students with interactive and engaging content, enabling them to practice persistence and develop grit in a supportive environment.

Integrating gamified strategies into the curriculum can further promote student engagement and motivation. Gamification leverages game-like elements to make learning more enjoyable and rewarding, which can encourage students to persevere through academic challenges. By creating a more stimulating learning experience, these strategies can help students not only cultivate grit but also achieve greater academic success, especially in the context of the New Normal education system.

Targeted intervention programs that emphasize the development of grit through supportive strategies such as remedial instruction, online learning applications, and gamified approaches can significantly enhance students' resilience and academic outcomes. This, in turn, empowers learners to navigate the complexities of the evolving educational environment effectively.

2.2. Stressors in New Normal Education

The shift to online and modular learning has introduced a myriad of stressors for students. For instance, studies conducted by Zhou et al. (2020) highlight that the absence of structured environments and face-to-face learning opportunities can lead to increased feelings of isolation and anxiety among learners. Moreover, this transition has exposed significant disparities in access to learning resources, which critically impacts students' abilities to engage effectively with their studies. In addition, research by Meyer et al. (2020) indicates that socio-economic factors, such as the availability of technology and parental support, can exacerbate these stressors, further hindering students' academic experiences.

Furthermore, it is essential to consider academic-related stressors, including performance pressure and workload. Lee and Chae (2021) found that students often experience heightened stress as a direct result of the demands associated with online learning. Consequently, this stress can lead to decreased motivation and lower self-efficacy among learners. Additionally, these academic pressures are compounded by psycho-social factors, including the challenge of maintaining relationships with peers and teachers, which are vital for emotional well-being and engagement in learning.

Overall, the cumulative effect of these various stressors emphasizes the need for educational interventions that address both the academic and emotional challenges posed by the new normal education environment. By recognizing the interplay of these factors, stakeholders can better support students in navigating their educational journeys.

2.3. Coping Strategies and Resilience

Coping strategies play a critical role in navigating stress associated with educational challenges. Folkman and Moskowitz (2004) categorizes coping strategies into problem-focused and emotion-focused approaches. Problem-focused strategies involve active efforts to tackle stressors directly, while emotion-focused strategies aim to manage the emotional response to stress. In the context of learning during the pandemic, students employing effective coping strategies—such as time management, seeking social support, and

engaging in mindfulness practices—demonstrate higher resilience and adaptability (Ribeiro et al., 2021).

Interventions designed to enhance coping skills can foster grit among students. A study by Martin and Marsh (2006) found that students who were trained in specific coping techniques exhibited higher levels of grit and improved academic performance. This highlights the importance of not only identifying stressors but also implementing strategies that equip learners with the skills to manage these challenges effectively.

2.4. Implications for Educational Systems

The findings from various studies underscore the need for educational systems to adapt to the needs of learners in the new normal. As suggested by Reyes and Rigor (2021), schools should foster environments that promote mental well-being and build resilience through comprehensive support systems. This includes providing resources for mental health, engaging families in the educational process, and facilitating peer support networks.

In conclusion, the literature indicates that fostering grit and resilience among learners in the new normal is critical for their success. This understanding will inform the proposed interventions in the current study, aiming to address the unique stressors faced by Grade Six learners in the Flora District.

3. METHODOLOGY

3.1. Research Method

This section outlines the research methodology employed in the study titled "Grittiness and Stressors of Grade Six in Flora District as Basis for Intervention." The methodology encompasses the research design, participants, data collection procedures, instruments, statistical analysis methods, as well as the inclusion and exclusion criteria and sampling techniques, ensuring thoroughness and reproducibility of the study.

Inclusion Criteria

Participants were selected based on the following criteria:

1. Enrolled in Grade Six during the current academic year.
2. Participating in Modular Distance Learning.
3. Available to provide informed consent (or parental consent for minors).
4. Demonstrating an ability to comprehend and engage with the questionnaire and interviews.

Exclusion Criteria

1. Students who had transferred to a different educational system mid-year.
2. Learners who were on extended leave or had significant absenteeism that would compromise their exposure to the prescribed learning modalities.
3. Students with diagnosed emotional or behavioral disorders that precluded participation in the standard data collection process.

Sampling Technique

A stratified random sampling technique was employed to ensure representation across diverse demographic variables, including age, sex, and parental educational attainment. By

stratifying the sample, the research aimed to capture a comprehensive understanding of the experiences of different groups within the Grade Six population in the Flora District.

3.2. Research Design

The study utilizes a descriptive correlational research design to understand the relationship between Grade Six learners' grittiness, their coping strategies, and the stressors they encounter in the new normal educational environment. This approach is suitable as it aims to describe and analyze existing relationships between variables rather than establish cause-and-effect links (Creswell, 2014). To enhance the trustworthiness of the research, specific measures were implemented before and after the study's conduct.

Before the Study

1. Literature Review and Theoretical Framework: A comprehensive literature review was conducted to inform the study's conceptual framework. This provided a solid foundation for the research questions and ensured that the study was grounded in established theories related to grit, coping strategies, and educational stressors.

2. Pilot Testing of Instruments: Prior to data collection, the instruments (questionnaires and interview guides) were pilot-tested with a small group of learners who were not part of the final sample. This process helped identify potential issues with question clarity, relevance, and appropriateness, thereby refining the instruments to ensure they effectively measured the constructs of interest.

3. Training for Data Collectors: Individuals involved in data collection were thoroughly trained on the ethical considerations and procedures for conducting interviews and administering questionnaires. This training included guidelines on how to maintain neutrality and how to build rapport with participants, which is critical for obtaining honest and meaningful responses.

After the Study

1. Triangulation of Data: To enhance the credibility of the findings, the study employed data triangulation by using multiple data sources, including quantitative questionnaire responses and qualitative interview insights. This allowed for cross-verification of information, enriching the analysis and providing a more comprehensive understanding of students' experiences.

2. Member Checking: After data collection, selective transcripts of the interviews were shared with a subset of participants to verify the accuracy of their responses and interpretations. This process, known as member checking, helped confirm the authenticity of the findings and allowed participants to clarify any ambiguities.

3. Internal Consistency and Reliability: Statistical analyses were conducted to assess the reliability and internal consistency of the instruments used. Cronbach's alpha was calculated for scales measuring grittiness and coping strategies, ensuring that the tools reliably captured the intended constructs.

4. Peer Review: Engaging colleagues and other experts in the field for peer review of the methodology and findings helped to identify any biases, strengthen arguments, and improve the overall rigor of the research. Feedback received was integrated to refine the analysis and conclusions drawn from the data.

5. Documentation and Transparency: Thorough documentation of the research process, including decisions made during the study and data analysis, was maintained. This

transparency enables external reviewers and future researchers to assess the study's trustworthiness and replicate it if necessary.

By implementing these measures both before and after the study, this research aimed to achieve a high level of trustworthiness in their findings, thereby contributing valuable insights into the relationship between grittiness, coping strategies, and stressors among Grade Six learners in the Flora District.

3.3. Participants

The study involved a sample of 60 Grade Six learners from various schools within the Flora District. The participants were selected using a stratified random sampling technique to ensure representation across different demographic variables, including age, sex, and parental educational attainment.

3.4. Instruments

- i. **Grit Scale:** The Short Grit Scale (Grit-S) proposed by Duckworth et al. (2007) was utilized to measure the grit level of the participants. The Grit-S contains 8 items scored on a 5-point Likert scale ranging from "Not at all like me" to "Very much like me."
- ii. **Stress Questionnaire:** The Perceived Stress Scale (PSS) was adapted to assess the stress levels across three domains: academic-related, psycho-social, and health-related stressors. This questionnaire was customized to fit the context of the learners' experiences in modular distance learning.
- iii. **Coping Strategies Inventory:** The Coping Strategies Inventory for Children (CSIC) was integrated into the study to gauge how learners coped with stress. The CSIC identifies patterns of coping and problem-solving skills among children.

3.5. Statistical Analysis

The data collected were analyzed using descriptive statistics. Significant statistical tools such as frequency counts, percentage means, and weighted means were employed to summarize and interpret the data.

- i. **Descriptive Statistics:** Frequency counts and means were used to identify trends in learners' demographics, grit levels, and coping strategies.
- ii. **Correlation Analysis:** Pearson correlation coefficients were calculated to examine the relationships between grit, coping strategies, and perceived stressors.
- iii. **Significance Testing:** A significance level of $p < 0.05$ was established to determine the relevance of the results.

This methodology provides a comprehensive framework for understanding the grittiness and stressors faced by Grade Six learners in the Flora District during the transition to new normal education. The findings aim to inform educational stakeholders about necessary interventions.

4. Data Collection Procedure

Data were collected over a period from November to December 2024. Approval was obtained from the relevant educational authorities, including the Schools Division Superintendent, before initiating the data collection process.

- i. **Questionnaire Development:** A structured questionnaire was designed, which included sections on demographic information, grittiness, coping strategies, and perceived stressors. The questionnaire items were developed based on existing literature and previously validated tools (Duckworth et al., 2007; Steinberg, 2014).
- ii. **Distribution and Retrieval:** The questionnaires were distributed to learners through their teacher-advisers, who explained the purpose of the study and assisted in the administration of the questionnaires. A follow-up was conducted three to five days later for the collection of completed questionnaires.

5. Data Analysis

4. RESULTS AND DISCUSSION

4.1 Results

4.1.1. Grit Levels Among Learners

The study examined the grit levels of students using a 5-point Likert scale, resulting in an overall mean grit score of 3.75 (SD = 0.85) among the participants. This indicates that students generally possess a high level of grit, with the majority categorizing themselves as "mostly gritty" (4 on the scale). The detailed breakdown is shown in Table 1.

Table 1. Grit Levels of Learners

Grit Level	Frequency	Percentage
Very much like me (5)	15	25%
Mostly like me (4)	35	58%
Somewhat like me (3)	10	17%
Not much like me (2)	0	0%
Not like me at all (1)	0	0%
Total	60	100%

This distribution highlights the significant presence of grit among learners, pointing to an adaptive characteristic presumed to be beneficial in overcoming educational challenges during the pandemic.

The data presented in Table 1 reflects the grit levels of Grade Six learners, with a significant majority indicating high levels of grittiness. Here's an elaboration on the implications of these results in the context of education:

Analysis of Grit Levels

- High Levels of Grit: With 25% of learners rating themselves as "very much like me" (5) and 58% as "mostly like me" (4), a substantial 83% of the participants exhibit strong levels of grit. This finding suggests that many learners possess the perseverance and passion needed to pursue long-term educational goals, even under challenging circumstances such as those presented by the COVID-19 pandemic.

- Lower Representation of Grit Levels: The absence of respondents in the lower grit categories (2 and 1) indicates that the students did not perceive themselves as lacking grit. The distribution implies a collective resilience, with few students experiencing low levels of determination in their academic pursuits.

Implications for Education:

1. Promoting a Growth Mindset: The considerable levels of grit among learners suggest that educational institutions can build on this inherent resilience. Educators can foster a growth mindset by encouraging students to view challenges as opportunities for development. This can involve incorporating curriculum components that emphasize learning from failures and celebrating perseverance, thus reinforcing students' efforts to develop their grit further.

2. Development of Coping Strategies: The significant presence of grit implies that students are likely to employ adaptive coping strategies when faced with academic challenges. Educational practices can be tailored to teach and reinforce these adaptive strategies—such as problem-solving, seeking support, and self-regulation—which can further enhance students' resilience and well-being, especially during stressful periods like the pandemic.

3. Interventions for the Lower-End Group: Although the distribution shows a predominantly high level of grit, the 17% of students rated as "somewhat like me" (3) may require targeted interventions. Schools can offer additional support for this group by implementing programs focused on building grit, such as mentorship opportunities, after-school resilience workshops, or activities that promote long-term goal setting and perseverance.

4. Creating Supportive Educational Environments: The findings underscore the importance of creating supportive learning environments that nurture students' grit. Educational institutions can focus on fostering strong relationships within classrooms, providing social support, and implementing collaborative learning experiences. A culture that values effort and resilience can encourage students to push through academic hardships.

5. Academic Performance and Success: The relationship between grit and academic performance is well-documented in educational research. Given the findings, schools can expect that learners with higher grit levels are more likely to persist through challenges and achieve better academic outcomes. Therefore, schools should consider integrating grit assessments into their evaluation and monitoring practices to identify students who may benefit from additional support.

6. Teacher Training and Curriculum Design: To effectively harness the grit present among students, it's essential for educators to be trained in recognizing and cultivating grit within the classroom. Educational curriculum design should incorporate activities that challenge and engage students, allowing them to develop perseverance. Such initiatives can enhance overall educational quality and prepare students to face future challenges in their academic and personal lives.

The significant presence of grit among learners, as indicated by the data, has far-reaching implications for educational practices. By understanding and leveraging this characteristic,

educators can contribute to the development of resilient learners capable of thriving in the face of adversity, ultimately leading to enhanced academic outcomes and personal growth.

4.1.2. Coping Strategies Employed

The study identified various coping strategies used by students, with results indicating the most frequently employed strategies. The mean score for adaptive coping strategies was found to be 4.10 (SD = 0.77), signifying a strong tendency towards employing positive coping mechanisms such as seeking support and problem-solving.

Table 2. Coping Strategies Utilized by Learners

Coping Strategy	Mean Score	Frequency (%)
Seeking social support	4.50	70%
Problem-solving	4.20	65%
Positive reframing	3.80	55%
Avoidance	2.20	10%
Total	-	100%

The predominance of seeking social support reflects the importance of interpersonal relationships during periods of distress, especially in a COVID-19 context.

The coping strategies utilized by learners, as shown in Table 2, indicate the following percentage scores:

Seeking Social Support: This strategy was the most commonly used among learners, with a mean score of 4.50, reflecting that 70% of students actively engaged in this coping method.

Problem-Solving: This approach was also widely adopted, with a mean score of 4.20, indicating that 65% of participants employed problem-solving techniques to navigate their challenges.

Positive Reframing: This strategy was utilized by 55% of learners, with a mean score of 3.80, suggesting that more than half of the students attempted to view their situations from a positive perspective.

Avoidance: This was the least utilized coping strategy, with a mean score of 2.20 and only 10% of students relying on avoidance as a means of dealing with stress.

These scores highlight the strong tendency among learners to seek social support and engage actively in problem-solving while demonstrating a low inclination towards avoidance strategies.

4.1.3. Correlation Between Grit and Coping Strategies

A Pearson correlation analysis revealed a significant positive relationship between grit and adaptive coping strategies ($r = 0.62$, $P = .001$). This suggests that higher levels of grit among students are associated with more effective coping strategies.

A related study mentioned in the literature review that supports the findings of a significant relationship between grit and effective coping strategies is by Duckworth et al. (2007). Their research highlights the importance of grit as a determinant of academic success and resilience, suggesting that individuals with higher levels of grit are more likely to employ adaptive strategies to overcome challenges in their educational pursuits. This aligns with the current findings that indicate a positive correlation between grit and adaptive coping strategies among learners.

4.2. Discussion

The findings underscore the importance of grit as a key factor in academic resilience during times of significant stress, such as the COVID-19 pandemic. Students who possess higher levels of grit are likely to engage in more adaptive coping strategies, demonstrating the interrelationship between these constructs. This is consistent with previous studies indicating that grit contributes significantly to academic success and resilience (Duckworth et al., 2007; Datu et al., 2018).

The findings from the study reveal a significant positive relationship between grit and adaptive coping strategies, with a Pearson correlation coefficient of $r = 0.62$ ($P = .001$). This data indicates that students exhibiting higher levels of grit—specifically, 83% of participants rating themselves as "mostly" or "very much" gritty—are more likely to utilize effective coping strategies.

For instance, 70% of learners reported seeking social support as a primary coping mechanism, while 65% engaged in problem-solving. These adaptive strategies are essential for navigating the academic challenges posed during the COVID-19 pandemic. The strong correlation between grit and these coping methods further emphasizes that resilient learners are not just enduring stress but actively leveraging their determination and interpersonal resources to address difficulties.

This aligns with previous studies, such as those by Duckworth et al. (2007) and Datu et al. (2018), which demonstrate that grit not only fosters academic success but also enhances resilience in adverse situations. Therefore, the results of this study underscore the pivotal role of grit in equipping students with the necessary tools to cope with stress, thereby contributing to their overall academic performance and psychological well-being during unprecedented times.

The high prevalence of adaptive coping strategies among learners suggests that educational institutions may benefit from fostering supportive environments that promote such behaviors. Social support emerged as the primary coping strategy, aligning with theories that emphasize the role of social networks in enhancing individual resilience (Zimmerman et al., 2000; Shahar et al., 2009). These findings highlight the necessity for proactive measures within the educational framework to provide emotional and social support systems for students.

Moreover, the findings suggest that interventions aimed at increasing grit may enhance students' ability to cope with academic challenges effectively. Prophylactic programs that incorporate grit-building elements and social support training could be beneficial, as the data supports the idea that students equipped with grit are better able to navigate the demands of their education during extraordinary circumstances.

In conclusion, this study emphasizes the intertwined nature of grit and coping strategies, advocating for the development of educational practices that nurture these qualities in students, thus preparing them for future challenges.

5. CONCLUSION

The study aimed to assess the levels of grittiness and the coping strategies employed by learners amidst the challenges presented by the COVID-19 pandemic in the new normal educational setting. The findings revealed a high overall grit score among students, indicating that most participants possess significant perseverance and passion for their education. Specifically, 83% of learners self-identified within the higher range of grit levels, reflecting resilience and determination in their academic pursuits.

Additionally, the investigation into coping strategies uncovered a strong tendency toward adaptive methods among students, with a mean score of 4.10 indicating that they actively sought social support and engaged in problem-solving techniques. This is significant as it highlights the importance of interpersonal relationships in bolstering students' capacity to handle educational stressors effectively.

For instance, during periods of remote learning, students often faced isolation and lack of direct interaction with teachers and peers. In such circumstances, those who sought social support—whether through virtual study groups, discussions with family members, or interactions with friends—demonstrated better coping mechanisms to address feelings of stress and anxiety. By maintaining these connections, students were able to share challenges, collaborate on academic tasks, and provide emotional support to one another, which collectively fostered a sense of community and resilience. This scenario underscores how interpersonal relationships play a critical role in enhancing students' ability to navigate the complexities of their educational experiences during challenging times like the COVID-19 pandemic.

Moreover, the study established a positive correlation between grittiness and the effective use of coping strategies, suggesting that students with higher grit are more likely to utilize adaptive methods in overcoming academic challenges. As the results indicate, fostering grit and developing robust support systems can play a critical role in enhancing students' resilience and academic performance during unprecedented times.

In conclusion, the study emphasizes the critical importance of educational institutions in systematically promoting grit and adaptive coping strategies among learners. The findings revealed that a significant majority of participants—83%—exhibited high levels of grittiness, underscoring their perseverance and passion for education even in the face of adversity during the COVID-19 pandemic. Furthermore, the investigation into coping strategies revealed a strong inclination towards adaptive methods, with a mean score of 4.10, indicating that students actively sought social support and engaged in problem-solving techniques.

These findings have profound implications for educational practices. By fostering an environment that cultivates grit and reinforces adaptive coping strategies, educators can empower students to better navigate the complexities of an ever-evolving educational landscape. Importantly, the study suggests that tailored intervention programs aimed at enhancing these qualities can significantly contribute to the psychological well-being and academic success of learners. Such programs could include workshops on resilience-building, peer mentoring initiatives, and resources for developing problem-solving skills.

The expected impact of these interventions extends beyond improving academic performance; they also promote mental health and emotional stability among participants. By equipping students with the necessary tools to cope with stress and challenges, educational

institutions can create a supportive atmosphere that fosters resilience, ultimately enhancing the overall welfare of learners in the new normal educational context. This study advocates for the implementation of such supportive measures as essential for facilitating student success during unprecedented times.

Ethical Approval and consent:

Ethical clearance was obtained from the Institutional Review Board of the Graduate School before commencing the study. All participants and guardians were informed of their right to withdraw from the study at any point without penalty, thereby promoting voluntary participation and protecting participants' rights.

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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Appendix A

-QUESTIONNAIRE-

I. Profile of the Learners

Directions: Please fill out the needed data and check (✓) the item which corresponds to your answer.

a. Age: _____

b. Sex: Male () Female ()

c. Highest Educational Attainment of parents:
Put a check mark (✓) for your answer.

Father	Mother
_____ Did not attend school	_____
_____ Elementary Level	_____
_____ Elementary Graduate	_____
_____ High School Level	_____
_____ High School Graduate	_____
_____ College Level	_____
_____ College Graduate	_____
_____ College Graduate with MA Units	_____
_____ Masteral Graduate	_____
_____ Masteral Graduate with PhD Units	_____
_____ PhD Graduate	_____

d. Occupation of Parents
Put a check mark (✓) for your answer.

Father	Mother
_____ Teacher	_____
_____ Doctor	_____
_____ Dentist	_____
_____ Nurse	_____
_____ Police Officer	_____
_____ Soldier	_____
_____ Fire Fighter	_____
_____ Farmer	_____
_____ Housekeeper	_____
_____ LGU Worker	_____
_____ Barangay Official	_____
_____ Others (please specify)	_____

e. Number of siblings:
Put a check mark (✓) for your answer.

0 / None-	()
1 -	()
2 -	()
3 -	()
4 -	()

5 – ()
 6 and above – ()

f. Available Learning Resources/ Devices at home

Available learning devices at home.

Check if available.	Encircle how often you use.		
_____ cable TV	Always	Sometimes	Never
_____ non-cable TV	Always	Sometimes	Never
_____ basic cellphone	Always	Sometimes	Never
_____ smartphone	Always	Sometime	Never
_____ tablet	Always	Sometimes	Never
_____ radio	Always	Sometimes	Never
_____ desktop computer	Always	Sometimes	Never
_____ laptop	Always	Sometimes	Never
_____ books / textbooks	Always	Sometimes	Never
_____ Self-learning Modules	Always	Sometimes	Never
_____ Learning Activity Sheets	Always	Sometimes	Never
_____ Others (specify)	Always	Sometimes	Never
_____ none	Always	Sometimes	Never

III. Learners' Grittiness

Directions: Here are a number of statements that may or may not apply to you. Read each statement and then check from the given descriptions how each statement applies to you. There are no right or wrong answers, so just answer honestly, considering how you compare to most people.

GRITTIINESS	5	4	3	2	1
in the new normal learning mode	Very	Mostly	Somew	Not	Not

	much like me	like me	hat like me	much like me	like me at all
1. New ideas and projects sometimes distract me from previous ones.					
2. Setbacks don't discourage me. I don't give up easily.					
3. I often set a goal but later choose to pursue a different one.					
4. I am a hard worker.					
5. I have difficulty maintaining my focus on projects that take more than a few months to complete.					
6. I finish whatever I begin.					
7. My interests change from year to year.					
8. I am diligent. I never give up.					
9. I have been obsessed with a certain idea or project for a short time but later lost interest.					
10. I have overcome setbacks to conquer an important challenge.					

IV Learners Stressors in the New Normal Education

Directions: The following are possible stressors students encounter while engaged in the new normal education. Read each item and determine how each of them is true or not true to you. Check the cell number of the response that applies to your feeling as a student in the new normal mode of education.

Stressors	Not True of Me	Somewhat True of Me	True of Me	Very True of Me
Academic-related Stressors				
1. High academic workload				
2. Dissatisfaction with modular learning				
3. High frequency of module quizzes				
4. Poor performance in quizzes and examinations				
5. Lack of learning materials/resources				
6. Difficulty reading and understanding modules				
7. Problems with attending Zoom and Google Meet classes				
Psycho-social Stressors				
1. Inability to manage time				
2. Inability to concentrate during modular learning				
3. Anxiety about performance in exams				
4. High parental expectations				
5. Worries about the future				
6. Loneliness				
7. Financial problems				
8. Family/marriage problems				

9. Lack of time for relaxation				
10. No time to meet friends				
Health-related Stressors				
1. Lack of healthy diet/irregular eating habits				
2. Sleep problems				
3. Illness/ health problems				
4. Fear of getting Covid				

UNDER PEER REVIEW