



Challenges Encountered by the Private and Public School Teachers During the Full Implementation of Face-to-Face Classes: Basis for an Intervention Plan Proposal

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ABSTRACT

Teachers' resiliency, tenacity and responsiveness is crucial and of paramount importance. As such, teachers should be proactive- they need to respond, to adapt and to grow amidst the challenges of times. By doing so, their growth is attained thereby ensuring quality teachers in the post new normal and beyond. This study utilized the survey research design and a questionnaire-checklist was utilized to collect data from 119 teachers of Umingan National High School and 16 teachers of Maranatha Christian Academy. Weighted mean, Independent Samples t – test, and Pearson's r correlation were used to treat the gathered data. The study found out that extent of the challenges encountered is high along with workload and students' behavior, teaching-learning resources, curriculum implementation and training and support. Further, it was revealed that they had extremely high levels level of resiliency along the stated dimensions. It is concluded that the crafted intervention plan is needed to help them address the challenges encountered. Hence, its implementation is highly recommended.

Keywords. Distance learning, in-person classes, workload, students' behavior, teaching-learning resources, curriculum implementation, training and support, intervention plan

Introduction

All over the world, the Covid-19 pandemic has affected many lives: economically, physically, psychologically, socially, and spiritually. On March 12, 2020, the World Health Organization (WHO) declared COVID-19 a pandemic ⁽¹⁾. This is an era that has absolutely brought so much devastation due to the number of lives lost and to the inevitable effects of exhaustion as a result of daily survival. The effects of the virus have also led educational institutions to close their doors and formulate plans how learning will continue, thus, the birth of distance learning. Instantaneously, face-to-face learning was replaced by online, blended, flexible, homeschooled, modular, asynchronous, synchronous, and technology-assisted learning. ²(Ernie C. Avila, Ana Maria Gracia J. Genio, 2020). The use of social media, learning management systems, E-learning platforms were initiated globally.

The presidential decree of a lockdown or quarantine was implemented on March 16, 2020. The communities were prevented from their usual activities, and the schools were instructed to close their campuses to prevent mingling of individuals especially the children who are vulnerable to sicknesses.

As efforts were made to confine and combat the virus, i.e., mass vaccination, IATF-set health and safety protocols, Department of Health, DepEd and related agency reminders and memos, on November 16, 2021, the Philippines welcomed one hundred (100) pilot schools for limited face to face classes after two years of distance learning ⁽³⁾. The Department of Education has identified the following as the challenges met during the first week of implementation: audibility issues of the learners and teachers due to the use of face masks, unreadiness of some students for in-person learning, particularly those in Kindergarten and Grade 1 levels, separation anxiety, and behavioral issues with regards to keeping up with physical distancing protocols. The teachers have also encountered challenges like inability to accommodate all learning concerns due to limited time, and learning gaps in reading and writing ⁽⁴⁾.

As more schools followed suit the implementation of the limited face-to-face classes, more issues and challenges were encountered. This being said, this study is interested in identifying the challenges encountered by Umingan National High School and 4th Watch Maranatha Christian Academy of Baguio City, Inc. and its extent, particularly on workloads, learners' deviant behaviors, teachers learning resources, curriculum implementation, teachers' resilience and, training and support.

1.1 Objectives of the Study

This study aimed to determine the challenges encountered by public and private school teachers during the implementation of full face-to-face classes that allow the arrangement of an intervention plan to help educators address these challenges of the transition from a distance and blended to full face-to-face classes.

1.2 Statement of the Problem

As more schools followed suit the implementation of the limited face to face classes, more issues and challenges were encountered. This being said, this study is interested in identifying the challenges encountered by Umingan National High School and 4th Watch Maranatha Christian Academy of Baguio City, Inc. and its extent, particularly on workloads, learners' deviant behaviors, teachers learning resources, curriculum implementation, teachers' resilience and, training and support.

1.3 Research Questions

This study aimed to determine the challenges of both public and private school teachers during the implementation of the full face-to-face classes to arrange the arrangement of an intervention plan to help educators address these challenges. To help the researchers in coming up with the intervention plan, the following questions were addressed:

Q1. What are the challenges encountered and the extent of challenges encountered by the teachers of Umingan National High School and 4th Watch Maranatha Christian Academy of Baguio City, Inc. during the full face-to face classes along the following dimensions:

- a. workload;
- b. learners' behavior;
- c. teaching-learning resources;
- d. curriculum implementation; and
- e. training and support

Q2. What is the resiliency level of the teachers of Umingan National High School and 4th Watch MCA Baguio Inc. as to the challenges encountered along the given dimensions?

Q3. Is there a significant difference in the challenges encountered by public and private school teachers during the full face-to-face classes?

Q4. Is there a relationship between the challenges encountered and resiliency level of the teaching personnel of Umingan National High School and 4th Watch MCA Baguio Inc.?

Q5. What intervention plan can be crafted and proposed to address the challenges encountered by the teachers?

1.4 Significance of the Study

The aim of this study is to determine the challenges that are experienced by the teachers posed by the shifting from modular instruction and blended learning to face-to-face classes. The results and findings of this study are pertinent in creating an intervention plan. A plan that would help educators address their challenges in the field.

2. METHODOLOGY

1. Population and Locale of the Study

There were two group of respondents in this study. One came from Umingan National High School consisting of 170 teaching personnel both from Junior and Senior High School. The other group of respondents came from Marantha Christian Academy of Baguio City with 18 teaching staff. Total enumeration was used for both group of respondents.

2. Data Gathering Instruments

The researchers used validated self-made questionnaires as the primary instrument in collecting the data. Permission to conduct the survey is secured from the school heads of Umingan National High School and Marantha Christian Academy Baguio City.

The survey questionnaire is divided into two sections. Part 1 of the questionnaire answers the challenges encountered by the private and public-school teachers during the full implementation of face-to-face classes as a basis for intervention plan proposal. Part 2 of the questionnaire indicates teachers' resiliency level in holding full face-to-face classes in the New Normal. Data gathered from both groups will be tabulated, analyzed, and interpreted.

4. Data Analysis

This study utilized weighted mean to properly determine the challenges encountered, the extent of challenges encountered by the teachers, and the resiliency level of Umingan National High School and 4th Watch Maranatha Christian Academy of Baguio City teachers. The significant difference on the challenges encountered by public and private school teachers during the full face-to-face classes, was analyzed using independent samples t-test.

Furthermore, the relationship between the challenges encountered and resiliency level of the teaching personnel of Umingan National High School and 4th Watch MCA Baguio was treated using Pearson's r correlation.

3. REVIEW OF RELATED LITERATURE

This chapter will discuss the literature related to experiences with the challenges encountered by the teachers among the high school students. It will begin with a broad discussion about education and teachers in the times of pandemic in general. This discussion will then move into a more specific discussion in the challenges that are being encountered by the teachers and their resiliency among those extent of challenges. A summary of these topic will conclude this chapter.

Resilience is the most important component in retaining teachers in the field. Teachers with a higher level of resilience have the mental and physical energy reserves to effectively deal with challenges. Effective coping will result in instructors who are more effective and have more fulfilling professional and personal lives. Enhanced resilience can result in better student results. (Masten, et. Al. 2001). As previously said, resilience is both the process and the result of effectively adjusting to harsh or hard life circumstances. The American Psychological Association (APA) defines it as the flexibility of one's ideas, feelings, and behaviors, as well as the capacity to adjust to both internal and external factors.

The COVID-19 is more than just a mental issue; it has brought about unanticipated challenges that schools must address as soon as possible. To implement responsive and proactive actions, it is required that higher education institutions develop a resilient learning system utilizing data that are both evidence- and needs-based. Teachers are essential in making sure that pupils benefit the most from the modules that are taught to them during pandemic Department of Education Order No. 12 series of 2020, which created new learning delivery modalities at all levels and is represented in the Learning Continuity Plan was implemented due to the adjustments that were required (Guiamalon et. Al, 2012).

It is seen that there is a difference of learning atmosphere and that changes the attitude of learners during the transition period from Hybrid learning to the face – to – face classes that impacted the learning process greatly.

The pandemic brought on by the COVID-19 virus which put the educational system to the test, presented several challenges for educators. The teachers' workload refers to the amount of time that a teacher must devote to teaching, as well as administrative duties, supplemental and extracurricular activities, and co-curricular tasks. (Nosain, 2016). The routine tasks of teaching, such as giving lectures, creating lesson plans, grading assignments and others, constitute the bulk of the teaching effort. As a result, teachers must take part in a variety of extracurricular activities such as counseling and setting up parent – student meeting.

Nooruddin and Baig (2014) described student behavior management as one of the contemporary issues frequently faced by the school community. In light of this, it is crucial to control student conduct in order to fulfill the Department of Education's mission statement, the school head will have responsibility for establishing this type of atmosphere for the teaching and learning process. According to Mkandawire (2010), the curriculum is the sum total of all the experiences supplied to students by the school. Numerous factors, like as location, politics, the economy, teacher preparation, and facilities, can make the implementation of a curriculum challenging.

Teacher resiliency extends much beyond the capacity to survive and thrive in the face of adversity. Resilient instructors have been described as individuals who are able to maintain educational goals and deal with the unforeseen events inherent to being a teacher (Gu and Day, 2013). One of the most vital components keeping instructors in the field is resilience. Resilience, in general, is the capacity of an individual to rapidly and successfully recover from adversity.

4. RESULT AND DISCUSSION

Problem	Treatment of Data
1. Extent of Challenges Encountered	Weighted Mean
2. Resiliency Level	Weighted Mean
3. Difference in the Extent of Challenges between Private and Public School Teachers	T-test of Two Independent Sample
4. Correlation between Extent of Challenges Encountered and Resiliency Level	Pearson's r Correlation

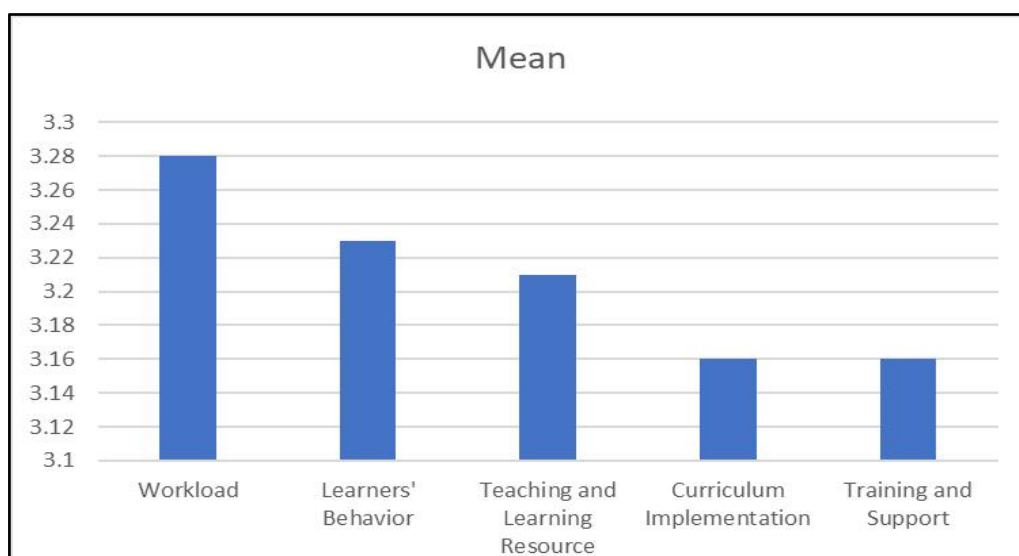


Figure 1. The Extent of Challenges Encountered by the Teachers

Grand Mean: 3.21

The extent of challenges encountered by the teachers resulted in a mean of 3.21, equivalent to a high degree of challenge encountered. Specifically, workload yielded a mean of 3.28, learners' behavior resulted in 3.23, Teaching and Learning Resource with a mean of 3.21, While both Curriculum Implementation and Training and support resulted in a mean of 3.16. This implies that the teachers of both private and public schools had struggled from the different dimensions provided.

Specifically, workload yielded the highest mean score. This means that teachers have faced a lot of struggles during their instruction, preparation of materials, sustaining work-life balance, and fulfilling other administrative and additional workload. Secondly, teachers of both private and public schools had difficulty managing the overall learners' behaviour. They were challenged in disciplining their students in terms of attendance, classroom management, and dealing with amotivation.

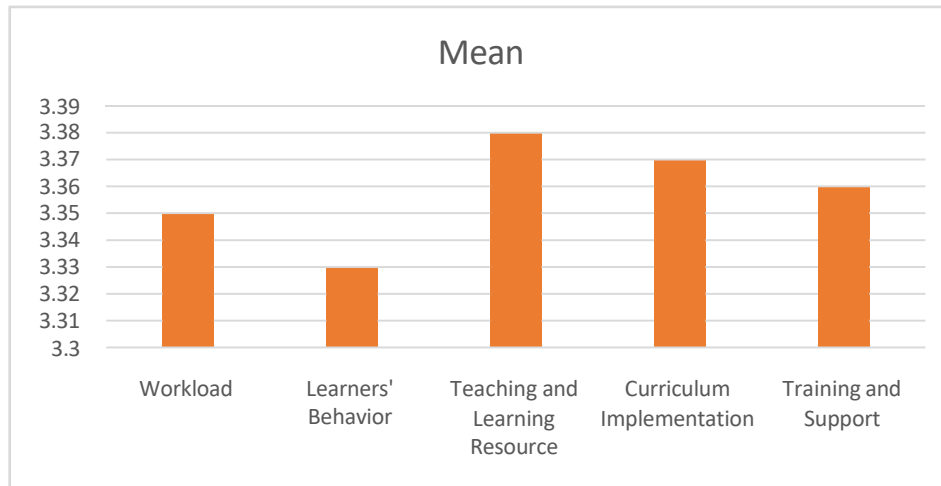


Figure 2. Resiliency Level of Teachers along the Five Dimensions

Grand Mean: 3.36

Resiliency is the ability of a person to withstand challenges and recover from these difficulties. The table above presents the resiliency level of both private and public teachers along the five dimensions. Overall, it resulted to a mean of 3.36 which suggests an extremely high resiliency. Workload resulted to a mean of 3.35, learners' behaviour to a mean of 3.33, teaching and learning resource with a mean of 3.38, curriculum implementation with a mean of 3.37, and lastly, training and support with a mean of 3.36.

It can be observed that teachers have extremely high level of resiliency in Teaching and Learning Resource. This suggests that teachers are highly resilient in the difficulties of preparation, planning, construction, and selection of appropriate instructional materials for a conducive learning. Likewise, teachers were also resilient in curriculum implementation. This means that the teachers were able to adapt to the difficulties of implementing the curriculum competencies, contextualization, localization, and assessment.

3. Is there a significant difference in the challenges encountered by public and private school teachers during the full face-to-face classes?

Table 3. Difference in the Extent of Challenges encountered by Public and Private School Teachers.

	Mean	<i>t</i>	<i>p</i>
Public School Teachers	3.20	-3.192	0.05
Private School Teachers	3.32		.002

Table 3 shows the difference in the extent of challenges encountered by the public and private school teachers. Results exhibits a *t* value of -3.192 and a *p*-value of 0.002. Since the probability value (0.002) is lesser than an alpha of 0.05, then the extent of challenges encountered by the public and private school teachers differ. Simply, there is a significant difference in the mean scores of the two groups. From the mean score of the two groups, the private school teachers have higher extent of challenges encountered than the public-school teachers.

Table 4. Relationship between the Challenges encountered and Resiliency Level of Teachers

	Mean	<i>p</i>	<i>r</i>
Extent of Challenge Encountered	3.21	0.05	0.000
Resiliency Level	3.36		0.476

Table 4 shows the correlation between the extent of challenges encountered and resiliency level of teachers. With an *r* of 0.48 and a 0.000 significance value, there is a significant weak positive correlation between the extent of challenge encountered and resiliency level of public and private teachers. This means, as the extent of challenges encountered goes higher, then, the resiliency of the teachers goes higher too. This goes the same when the independent variable goes lower too. Although, since it has weak positive correlation, the relationship is not strong enough.

Intervention Plan

Based on the challenges experienced and extent of challenges encountered by the teachers, the following interventions are to be done:

To ease teachers' workload and improve curriculum implementation, it is encouraged for teachers to work smart more than work hard. The use of technology is highly recommended in helping the teachers to ease their workload. The use of shortcut keys in software and collaboration among teachers with utilization of basic applications on the internet should be a way. Thus, a seminar or a webinar regarding easier use of technology is highly suggested. Examples of this seminars includes advance utilization of Microsoft excel, word, Power point, Canva, and other educational resources. Likewise, these seminars and webinar can also be used in training teachers to craft innovative educational tools for instructions.

Further, an improved collaboration with co-teachers is highly suggested to develop plans in controlling learners' behaviour. This includes short meetings between departmentalized faculty and meetings with the heads. This will provide teachers a chance and opportunities to talk about their learner's behaviour and share their best practices when dealing with these behaviours. Finally, sufficient training and support to improving teachers' competencies and upskilling their skills is highly suggested.

5. CONCLUSION AND RECOMMENDATIONS

Conclusions

From the salient findings of the study, the following conclusions were constructed:

1. Teachers of both private and public schools experienced many struggles and difficulties from their instruction, curriculum implementation, preparation for instruction, and administrative tasks in the workplace.
2. Teachers of both private and public schools have tenacity and persistence in dealing with the struggles that they are facing. They can withstand pressure and adapt immediately to their school's work and changing situations.
3. Private school teachers have experienced a greater challenge than the public-school teachers. This is explained by the different situations between private and public schools.
4. The extent of challenges experienced by teachers is significantly associated with their resiliency. The higher the extent of challenges encountered, the higher the resiliency and vice versa.
5. Intervention should include seminars, workshops, training, and collaborations that shall strengthen teachers' overall competence.

Recommendations

Based on the salient findings and conclusions, the following recommendations were derived.

1. Research specific coping mechanisms that can help teachers address these struggles, and or difficulties.
2. Teachers should sustain their resilience and tenacity in dealing with these challenges.
3. Future researchers are recommended to research the difference in the extent of challenges between private and public schools.
4. Future researchers should focus on determining challenges and factors that affect these challenges. Likewise, research on the predictors of teachers' resiliency.
5. Schools are highly encouraged to implement the intervention plan. Researchers can also focus their study in determining specific interventions that are classroom based or school based.

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