

Challenges and Experiences of the Teachers during the Face-to-Face Transition and their Performance

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Abstract:- This study was purposely conducted to study the challenges and experiences of the teachers during the face-to-face transition and their performance.

Specifically, this study attempted to answer the profile of the respondents in terms of age, gender, educational attainment, years in service, and number of trainings, the perception of the teacher respondents in terms of challenges during the face-to-face transition classes as to health protocols, pupils' behavior, learning gaps, and instruction, the perception of the teacher respondents based on the experiences during the face-to-face transition classes in terms of stress, work overload, and time management, and the level of the performance of teachers during the face-to-face transition classes in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and plus factor. The study also utilized a descriptive correlational study to examine the relationship between the teachers' challenges and experiences and their performance and the difference between the teachers' challenges and experiences and their performance when grouped according to profile.

The respondents were 100 elementary teachers of Fule Almeda District in the Division of San Pablo City.

The relationship between the teachers' challenges and experiences was significant to their performance. However, there is no significant relationship between learning gaps and instruction relation to curriculum and planning; between learning gaps and instruction to assessment and reporting; and between health protocols, leaning gaps, instruction, and stress to plus factor.

There are significant differences in the perceived challenges in terms of health protocol, pupils' behavior, and learning gap, experience in terms of stress, and teachers' performance in terms of learning environment and diversity of learners when grouped according to age. There is a significant difference in the perceived challenges in terms of pupils' behavior when grouped according to highest educational attainment. There are significant differences in the perceived challenges in

terms of health protocol and the teachers' performance in terms of learning environment and diversity of learners when grouped according to the years in service.

It is proposed to create responsive programs towards the challenges and experiences of teachers for more improvement of teaching quality and enhancement of the learning gaps of the pupils.

Keywords:- Challenges; Experiences; Performance; Face-To-Face Transition Introduction.

I. INTRODUCTION

Over the years, educational settings here in the Philippines is in an enclosed space within a school where teachers facilitate learning to the students. The students were accustomed to waking early, devoting most of their time on schoolworks and assignments, and collaborating with their peers.

However, in terms of educating children, a sudden change has taken place in 2020. In the nearly two months of last year's pandemic, most countries in the world briefly shut down guiding organizations to curb the spread of the COVID-19 pandemic and reduce disease (UNESCO, 2020). This conclusion affects more than 1.2 billion students worldwide, of which there are more than 28 million students in the Philippines (UNESCO, 2020).

This sudden transition from the classroom has created confusion as to whether to continue learning or to adopt distance learning in some way. Students, parents, and especially teachers, were shocked by this abrupt change, knowing that our entire resources were limited.

In response to this situation, education leaders have decided to adopt a new system in education. In basic education, the Department of Education (DepEd) implemented the Training Continuity Plan (LCP) from 2020 to 2021, and classes started on August 24, 2020 instead of June 2020 (DepEd, 2020).

The curriculum has also been evaluated, and the Department of Education has proposed the most basic learning competencies (MELC) to allow students to focus on important abilities. This will ensure continued delivery

of teaching, wherein everyone's safety is prioritized. Earth-shaking changes have taken place in education. Therefore, with the unique rise of distance learning, teaching is carried out on distance and digital platforms.

Distance learning refers to a way of learning delivery. In this mode, learning occurs between teachers and learners who are geographically distant during the teaching process. There are three types of this model: Modular Distance Learning (MDL), Online Distance Learning (ODL) and TV/Radio-based teaching (Quinones, 2020).

DepEd has recently combined various distance learning modalities such as print modules, offline digital modules, online, television and radio-based instruction since October 5, 2020.

Most of the Filipino learners preferred modular distance learning due to the concerns of many Filipino learners, such as access to the internet, devices or gadgets, other technology-related issues, costs, and the availability of the materials to support them. (Natividad, 2021). Students who choose the printed module generally belong to a low socio-economic group that has difficulty with internet connectivity and/or lacks electronic gadgets (Tria, 2020).

Responses such as community lockdown and community isolation in some countries have prompted students and teachers to check and work at home, leading to the provision of online learning platforms (Crawford et al., 2020). However, the implementation of online learning has brought different risks, problems and challenges to teachers and students, especially within HEIs (Bao, 2020).

Online platforms such as Facebook are considered the most effective way to ensure that distance learning will continue. However, for some parents who cannot afford the resources, the teacher imposes another communication method, which is the telephone.

Rasmatalida, et al. (2020) also emphasized that one of all the great challenges is about how teachers use technology efficiently and ensure that participants make commitments based on the characteristics of individual learners and their exposure to technology.

Students and parents try to cope with this new normal trend. There are some advantages and disadvantages based on the socio-economic status of each family. The use of limited resources cannot be denied. Regardless of the way of learning, technology is seen as an important source of continued communication and learning. Therefore, students, parents, and teachers have made some form of adjustment for the common goal of continuing learning amidst distance.

With these various scenarios that challenge teachers, parents, and students, the Department of Education had finally decided to offer the limited classes last school year

2021-2022 which seems to be a pilot testing. After the positive feedback amidst pandemic, face-to-face classes in all schools were implemented this school year 2022-2023.

This is our 3rd year of experiencing pandemic here in the Philippines that all schools were permitted to open face-to-face classes this current school year, and with this, the researcher will seek to find the challenges and experiences encountered by the teacher during face-to-face transition and its effect to their performance.

II. METHODOLOGY

The researcher used a descriptive-correlational study in which the data were collected without manipulating any variable wherein elementary teachers were evaluated to know their challenges and experiences during the face-to-face transition. Descriptive research tries to characterize a population, circumstance, or phenomenon in an exact and systematic way. According to Shona McCombes (2020), it can answer what, where, when, and how questions, but not why questions. It sought to know the relationship of the challenges and experiences of the teachers during the face-to-face transition and their teaching performance.

The respondents of the study were the elementary teachers from Fule Almeda District. The total respondents in this study are 100 elementary teachers. The researcher used simple random sampling techniques to determine the respondents of this study. According to Thomas (2020), simple random sampling techniques are a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected.

The researcher-made instrument that was used is a survey questionnaire to prove her predictions on real life situations regarding the challenges and experiences of elementary teachers in relation to their performance. The research instrument was validated by the panels that were present during the proposal defense. The instrument was also validated by 3 master teachers and 2 principals and undergone reliability test based on the pilot testing. The researcher also used a standardized instrument, which is the PPST-based RPMS for teachers based on DepEd Memorandum No. 008, s. 2023, to evaluate the teachers' performance. The research instrument was composed of four parts wherein the first part consists of the demographic profile of the teachers including age, gender, educational attainment, years in service, and number of trainings; second part consists of a checklist regarding the perception of the respondents regarding their challenges during the face-to-face transition in terms of health protocol, pupils' behavior, learning gaps, and instruction in which they assessed the statements using a four-point scale from 4 (Strongly Challenged), 3 (Challenged), 2 (Slightly Challenged), and 1 (Not Challenged); the third part consists of the perceptions regarding the respondents' experiences during face-to-face transition in terms of stress, work overload, and time management in which they assessed the

statements using a four-point scale from 4 (Strongly Experienced), 3 (Experienced), 2 (Slightly Experienced), and 1 (Not Experienced) ; and lastly, the rating in their RPMS in which they assessed the indicators using a Likert

Scale ranging 1-5 from 5 (Outstanding), 4 (Very Satisfactory), 3 (Satisfactory), 2 (Unsatisfactory), and 1 (Poor).

III. RESULTS AND DISCUSSION

Table 1: Perceived Level of Challenges in Terms of Health Protocol

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Ensure that pupils wash their hands before and after eating	3.37	0.79	Challenged
2. Monitor pupils' daily wearing of facemask and check their sanitary kits	3.46	0.80	Challenged
3. Maintain social distancing of the pupils inside and outside the classroom	3.45	0.70	Challenged
4. Observe pupils' health condition and secure their health declaration	3.38	0.72	Challenged
5. Practice wearing of facemask while teaching	3.43	0.74	Challenged
MEAN	3.42	0.66	Challenged

Legend: 3.50-4.00 – Strongly Challenged, 2.50-3.49 – Challenged, 1.50-2.49 – Slightly Challenged, 1.00-1.49 – Not Challenged

Table 1 shows the perceived level of challenges in terms of health protocol. Based on the results, the respondents were challenged in implementing health protocol during the transition of face-to-face classes. The teachers were mostly challenged in monitoring daily wearing of facemasks (WM=3.46) as pupils tend to remove their face masks due to extreme heat that causes difficulty in breathing and checking their sanitary kits as it consumes time while the teachers were least challenged in ensuring that pupils wash their hands before and after eating (WM=3.37) because it is already a habitual routine for pupils.

It can be implied that maintaining health protocol was a challenging aspect in teaching as it limits the activities that can be done due to the implementation of social distancing. Proper washing of hands was a regular routine for maintaining proper hygiene but due to pandemic, it

should be monitored daily by the teachers to ensure that students follow the safety protocol. People in our country are not used to wearing facemasks and as face-to-face classes were implemented, teachers had a hard time breathing while discussing lessons for six to eight consecutive hours, especially in the elementary level. The heat felt inside the public classrooms also added up to the improper breathing of teachers as they wear their facemasks.

According to Tagare (2023), as teachers modify their strategies and learning activities to fit with the current context, teachers face difficulties in delivering quality service due to the protective gear they must constantly wear, which causes shortness of breath and exhaustion. Students during performance tasks are also affected by this situation which contributes to the poor academic performance of students at present.

Table 2: Perceived Level of Challenges in Terms of Pupils' Behavior

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Observe that pupils are not ready for face-to-face classes	3.36	0.77	Challenged
2. Notice pupils' lack of confidence in participating to various activities	3.24	0.73	Challenged
3. Witness pupils' difficulty in communicating and expressing their ideas	3.33	0.68	Challenged
4. Observe that pupils lack sense of motivation	3.22	0.77	Challenged
5. Notice pupils' disruptive behavior	3.22	0.81	Challenged
MEAN	3.27	0.64	Challenged

Legend: 3.50-4.00 – Strongly Challenged, 2.50-3.49 – Challenged, 1.50-2.49 – Slightly Challenged, 1.00-1.49 – Not Challenged

Table 2 shows the perceived level of challenges in terms of pupils' behavior. Based on the results, the teachers were challenged in dealing with pupils' behavior during the transition of face-to-face classes. The teachers were mostly challenged in observing that pupils are not ready for face-to-face classes (WM=3.36) because pupils tend to be irresponsible in terms of passing their outputs and some displays unwillingness to learn. The teachers were least challenged in observing that pupils lack a sense of motivation and notice pupils' disruptive behaviors (WM=3.22).

It can be implied that teachers still feel challenged in handling the diverse behaviors of the students especially after the pandemic. As face-to-face classes start again, students became eagerly seeking attention from their classmates and teachers as they have not seen each other for two consecutive years. Students became too excited to talk with each other that sometimes led to inattentiveness in the lesson. Some tend to forget the rules of obedience inside the classroom and get too familiar with the teacher that sometimes also results in impoliteness.

On the other hand, there were also some students that tend to be timid at the start of the class as distance made a gap with their bond. Others were not used to expressing their ideas and just sat till their names were called during the discussion. Other students also needed the guidance of the teachers as they do not perform well in class and need to regain their interest in studying.

In the positive aspect, teachers were able to handle diverse attitudes of the pupils, adjust, deal with their own

uniqueness, and implement their own strategy on how to discipline them.

Tagare (2023) concluded that students need ample time to adjust from distance education to in-person sessions to regain their interest and motivation in face-to-face classes. Students get used to managing their own time which brought convenience due to homeschooling for two years. The long period of distance education where school discipline and values have not been observed results to misbehaving students inside the classroom.

Table 3: Perceived Level of Challenges in terms of Learning Gaps

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Identify and guide pupils who are lagging behind	3.44	0.64	Challenged
2. Observe the interest of the pupils and their study habit	3.35	0.72	Challenged
3. Notice pupils' difficulty in answering questions from a text heard or read	3.39	0.68	Challenged
4. Notice pupils' difficulty in solving numbers using the basic mathematical operations	3.48	0.69	Challenged
5. Observe difficulty in problem solving	3.48	0.66	Challenged
MEAN	3.43	0.59	Challenged

Legend: 3.50-4.00 – Strongly Challenged, 2.50-3.49 – Challenged, 1.50-2.49 – Slightly Challenged, 1.00-1.49 – Not Challenged

Table 3 shows the perceived level of challenges in terms of learning gaps. Based on the results, the teachers were challenged in identifying and handling the learning gaps of the pupils. The teachers were mostly challenged in noticing the pupils' difficulty in solving numbers using the basic mathematical operations (WM=3.48) and observing difficulty of pupils in problem solving (WM=3.48). It is the common skills wherein pupils failed due to lack of mastery specially that the pupils just go back to normal learning wherein teachers were the one teaching them. The teachers were least challenged in observing the interest of the pupils and their study habit (WM=3.35) as pupils have their own technique in finding ways on how they will feel comfortable in learning.

During the pandemic, students were guided by the teachers and were assisted by the parents at home in answering their activities. However, as they transitioned back to face-to-face classes, the teachers noticed that the students' performance were not consistent with last year's. The cause could be that students needed to be more independent nowadays in answering their tasks and performing different skills. Their parents will not be there

to help them in completing their activities when they start to become tired and lazy.

In addition, during the pre-test of Phil-IRI (Philippine Informal Reading Inventory) and EGMA (Early Grade Mathematics Assessment), some students were revealed to be readers but lack comprehension and some forgot how to perform four basic operations in Mathematics. As a result, the teachers needed to attend to their individual learning gaps and provide immediate intervention.

According to Ariyanti & Santoso (2020), Mathematics is a critical subject taught in elementary and secondary education that provides students with fundamental knowledge and skills to organize their lives. Unfortunately, the COVID-19 pandemic has aggravated the current education crisis and widened the learning gap in Mathematics among young students (Sooknanan & Seemungal, 2023). The situation has led to a decline in Math learning, as students may need more remediation to progress to new lessons, leading to learning gaps (Torres, 2021).

Table 4: Perceived Level of Challenges in Terms of Instruction

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Adjustment to pupils' level of learning	3.46	0.63	Challenged
2. Availability of resources (SLM)	3.45	0.59	Challenged
3. Conduct remedial teaching to selected pupils	3.52	0.58	Strongly Challenged
4. Observe pupils lack of attention	3.47	0.63	Challenged
5. Handle great number of pupils	3.28	0.77	Challenged
MEAN	3.44	0.49	Challenged

Legend: 3.50-4.00 – Strongly Challenged, 2.50-3.49 – Challenged, 1.50-2.49 – Slightly Challenged, 1.00-1.49 – Not Challenged

Table 4 shows the perceived level of challenges in terms of instruction. Based on the results, the teachers were strongly challenged in performing a multi-tasking load

(WM=3.52) while the teachers were least challenged in handling great number of pupils (WM=3.28).

It is indeed challenging for teachers to do various tasks at the same time while teaching the students. The time intended for teaching will be divided into various tasks that will result in being out of focus to the aim of the teachers for a day, especially in giving instructions to the students being left behind.

However, teachers were already used to handling a great number of pupils since it is already common in public schools. Most parents enrol their children in public schools since it offers free education.

Due to the alarming result of the pre-test of Phil-IRI (Philippine Informal Reading Inventory) and EGMA (Early Grade Mathematics Assessment), the teachers needed to provide interventions which are the remedial classes conducted to the selected pupils after class hours. The teachers are strongly challenged in this aspect as they needed to classify the needs of the selected pupils and be

able to give the set of activities suitable in addressing the learning gaps. There will be different sets of instructions that need to be prepared and monitor the pupils' progress daily. With this, the teachers also encouraged the parents to do a follow-up activity at home to speed up the pupil's improvement on a certain skill. The time supposedly spent after class hours in preparation of the instructional materials for the next day was spent in remedial classes.

According to Jackaria et al., (2022), the teacher-respondents were asked to talk about the challenges they encountered during the first few weeks of the face-to-face classes, particularly those relating to instructions. Teachers expressed concern about the alarming number of non-readers in their classes. They said it was challenging since they needed to adjust based on the students' level. Hence, they cannot continue with their supposed lessons as stated in the curriculum. Some have resorted to sectioning their classes into readers and non-readers.

Table 5: Summary Table of the Perceived Level of Challenges

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. Health Protocol	3.42	0.66	Challenged
2. Pupils' Behavior	3.27	0.64	Challenged
3. Learning Gaps	3.43	0.59	Challenged
4. Instruction	3.44	0.49	Challenged

Legend: 3.50-4.00 – Strongly Challenged, 2.50-3.49 – Challenged, 1.50-2.49 – Slightly Challenged, 1.00-1.49 – Not Challenged

Table 5 shows the summary table of the perceived level of challenges in terms of health protocol, pupils; behavior, learning gaps, and instruction. Based on the results, the teachers were mostly challenged in giving instructions to students while the teachers were least challenged in handling pupil's behavior.

It can be implied that there is really a need for resources to better implement the instruction and remedial teaching really is a must since some of the students are still adjusting to the changes in the modality of learning, especially the non-readers. Pupils' behavior is seen to be a challenge for teachers yearly as they handle different sets of pupils and learn to assess their individual attitude. As months pass by, teachers will be able to connect with the pupils and give them positive discipline.

Table 6: Perceived Level of Experiences in Terms of Stress

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Unexpected submission of reports, meetings, and other extra-curricular activities	3.55	0.52	Strongly Experienced
2. Unavailable budget for instructional materials	3.42	0.65	Experienced
3. Unexpected changes in educational system	3.50	0.59	Strongly Experienced
4. Additional paper works after class hours	3.62	0.55	Strongly Experienced
5. Give two or more assignments that poses overload tasks	3.49	0.67	Experienced
MEAN	3.52	0.49	Strongly Experienced

Legend: 3.50-4.00 – Strongly Experienced, 2.50-3.49 – Experienced, 1.50-2.49 – Slightly Experienced, 1.00-1.49 – Not Experienced

Table 6 shows the perceived level of experiences in terms of stress. Based on the results, the teachers strongly experienced unexpected submission of reports, meetings, and other extra-curricular activities (WM=3.55), unexpected changes in educational system (WM=3.50), and additional paper works after class hours (WM=3.62) that result to stress. On the other hand, the teachers only experienced that they have given two or more assignments

that poses overload tasks (WM=3.49) and the unavailable budget for instructional materials (WM=3.42).

Teachers planned their lesson ahead of time intended for a week, and the activities were to be executed but most of the times unexpected memorandum will be given to the teachers to attend meetings and submit reports even during class hours. It causes stress because some reports are needed urgently and the data that they need to input should

be valid and precise, that’s why they need to track the record of the data.

The teachers opted to use the television in the classrooms and used PowerPoint Presentation in their discussion to lessen their expenses in preparation for instructional materials.

A study conducted by the University of Pennsylvania (2016) showed that stress levels might negatively affect teachers' efficacy and ability to give quality education to learners. Mental and emotional distractions were found to result in improper anger management and procrastination amongst teachers.

Table 7: Perceived Level of Experiences in Terms of Work Overload

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Attend In-service trainings, seminars, webinars, and other tasks related to school activities	3.49	0.59	Experienced
2. Collaborate with parents, stakeholders, and other officials	3.43	0.61	Experienced
3. Perform a multi-tasking load	3.54	0.58	Strongly Experienced
4. Submit various reports related to school tasks	3.53	0.58	Strongly Experienced
5. Perform administrative tasks related to school reports	3.49	0.61	Experienced
MEAN	3.50	0.49	Strongly Experienced

Legend: 3.50-4.00 – Strongly Experienced, 2.50-3.49 – Experienced, 1.50-2.49 – Slightly Experienced, 1.00-1.49 – Not Experienced

Table 7 shows the perceived level of experiences in terms of work overload. Based on the results, the teachers strongly experienced work overload in terms of performing a multi-tasking load (WM=3.54) and submit various reports related to school tasks (WM=3.53). On the other hand, the teachers only experienced attend in-service trainings, seminars, webinars, and other tasks related to school activities (WM=3.49), perform administrative tasks related to school reports (WM=3.49), and collaborate with parents, stakeholders, and other officials (WM=3.43).

Aside from teaching, there are other tasks that were assigned like coordinators. Proper delegation of assigned tasks will lessen the feeling of work overload by

the teachers. The reports to be submitted also consume time for the teachers as it is usually urgent, and they need to meet the deadline of the submission.

These findings supported the study conducted by Aperribai (2020), which used an online survey to collect quantitative and qualitative data necessary to explore how teachers have been affected by the lockdown. Specifically, its impact on their mental health and their relationships in three main fields: work, family, and social relationships, and identify the role of physical activity among these three. The results revealed in the study included that the teachers had experienced higher levels of distress due to the workload generated during the pandemic.

Table 8: Perceived Level of Experiences in Terms of Time Management

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Awareness of the activities that needs to be accomplished based on the school calendar	3.52	0.58	Strongly Experienced
2. Report to school before class hours	3.45	0.63	Experienced
3. Observe class schedule on time	3.46	0.67	Experienced
4. Plan activities ahead of time	3.51	0.63	Strongly Experienced
5. Submit Daily Lesson Log and other reports ahead of time	3.49	0.64	Experienced
MEAN	3.49	0.56	Experienced

Legend: 3.50-4.00 – Strongly Experienced, 2.50-3.49 – Experienced, 1.50-2.49 – Slightly Experienced, 1.00-1.49 – Not Experienced

Table 8 shows the perceived level of experience in terms of time management. Based on the results, the teachers strongly experienced the awareness of the activities that need to be accomplished based on the school calendar (WM=3.52) and planning of activities ahead of time (WM=3.51) in terms of time management. On the other hand, the teachers only experienced submit daily lesson log and other reports ahead of time (WM=3.49), observe class schedule on time (WM=3.46), and report to school before class hours (WM=3.45).

There are different strategies of teachers on how they maintain proper time management. Checking the school calendar and planning activities ahead of time are strongly experienced by the teachers as they want to run activities smoothly and maximize the time.

There are different ways on how teachers plan their activities, but it cannot be avoided that there can be failure to do the task on a targeted date since there are a lot of things to do which come unexpectedly. This limits the time of the teachers to perform the task simultaneously and allows weighing the amount of responsibility on different

activities, one should be sacrificed or left behind. Urgent matters were mostly prioritized rather than the important tasks.

According to Lipawen and de Guzman (2022), teachers most common daily accomplishment in school in this new normal education are as follows; plan lessons

(WHLP) effectively, develop and organize instruction and assessment, keep up on the latest development and memorandum, taking attendance, recording grades, making copies, document, track and monitor student progress, relay/present information to parents and work with school administrator.

Table 9: Summary Table of the Perceived Level of Experiences

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. Stress	3.52	0.49	Strongly Experienced
2. Work Overload	3.50	0.49	Strongly Experienced
3. Time Management	3.49	0.56	Experienced

Legend: 3.50-4.00 – Strongly Experienced, 2.50-3.49 – Experienced, 1.50-2.49 – Slightly Experienced, 1.00-1.49 – Not Experienced

Table 9 shows the summary table of the perceived level of experiences in terms of stress, work overload, and instruction. Based on the results, the teachers strongly experienced stress and work overload and only experienced time management.

It can be implied that most of the teachers strongly experienced stress which is primarily caused by too much work. During the face-to-face transition, reports are needed quarterly specifically in the learners’ progress and achievement, the least mastered competencies, the number

of readers and non-readers. It should be tracked and monitored properly by the adviser and make sure that the data is saved on a file.

Aside from that, teachers also have coordinators that they need to comply with. There will be urgent meetings if a need arises, especially when dealing with proposed activities and contests. Reports are also being submitted which can be quarterly or sometimes urgent. Unluckily, teachers cannot neglect their other duties aside from promoting quality education to the pupils.

Table 10: Level of Performance of the Teachers in terms of Content Knowledge and Pedagogy

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Applied knowledge of content within and across curriculum teaching areas.	4.10	0.58	Very Satisfactory
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.17	0.53	Very Satisfactory
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.10	0.59	Very Satisfactory
MEAN	4.12	0.52	Very Satisfactory

Legend: 4.50-5.00 – Outstanding, 3.50-4.49 – Very Satisfactory, 2.50-3.49 – Satisfactory, 1.50-2.49 – Unsatisfactory, 1.00-1.49 – Poor

Table 10 shows the level of performance of the teachers in terms of content knowledge and pedagogy. Based on the result, the teachers’ performances were very satisfactory.

It can be implied that they applied the knowledge of content and across curriculum teaching areas, used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills, and develop critical and creative thinking skills during the transition of face-to-face classes.

All teachers who teach must be in accordance with their profession or field of study so that learning can be maximized. The common problem with the delegation of teachers once they are hired is the mismatch in their major and the subjects to be taught. However, as teachers are flexible enough, they need to learn the subjects assigned to them even though they have limited mastery to teach the

subject. They still need to perform quality teaching in terms of knowledge and strategy. This can yield positive performance of the students.

A strategy is needed to improve teacher performance by implementing work discipline, coaching teachers, adequate facilities for teaching and learning, providing sanctions for teachers who violate, providing rewards, school principals in the framework of fostering teacher performance can be through uplifting motivation and supervising teachers (Armstrong, 2022; Oliveira, Martins, Camilleri, & Jayantilal, 2021).

As recommended by Gecolea (2019) in her study, the teachers must use various ways in teaching to gain outstanding rating during performance evaluation. However, the school heads must also initiate some programs to support teachers in their professional development.

Table 11: Level of Performance of the Teachers in Terms of Learning Environment and Diversity of Learners

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.13	0.58	Very Satisfactory
2. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.21	0.56	Very Satisfactory
3. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.19	0.58	Very Satisfactory
MEAN	4.18	0.52	Very Satisfactory

Legend: 4.50-5.00 – Outstanding, 3.50-4.49 – Very Satisfactory, 2.50-3.49 – Satisfactory, 1.50-2.49 – Unsatisfactory, 1.00-1.49 – Poor

Table 11 shows the level of performance of the teachers in terms of learning environment and diversity of learners. Based on the result, the teachers' performances were very satisfactory.

It can be implied that they were able to manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments, managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments, and used differentiated, developmentally appropriate learning experiences to

address learners' gender, needs, strengths, interests and experiences during the face-to-face transition.

Sayfulloevna (2023) concluded in her study that designing a psychologically safe learning environment requires an intended effort to create a supportive and inclusive learning environment. Instructors can achieve this by fostering trust and respect, encouraging open communication, acknowledging emotions, and fostering a growth mindset. By doing so, learners are more likely to be engaged and open to new ideas, which can lead to more effective learning outcomes.

Table 12: Level of Performance of the Teachers in Terms of Curriculum and Planning

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	4.10	0.56	Very Satisfactory
2. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.13	0.56	Very Satisfactory
3. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.17	0.55	Very Satisfactory
MEAN	4.13	0.51	Very Satisfactory

Legend: 4.50-5.00 – Outstanding, 3.50-4.49 – Very Satisfactory, 2.50-3.49 – Satisfactory, 1.50-2.49 – Unsatisfactory, 1.00-1.49 – Poor

Table 12 shows the level of performance of the teachers in terms of curriculum and planning. Based on the results, the teachers' performances were very satisfactory.

It can be implied that they were able to plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts, participate in collegial discussions that use teacher and learner feedback to enrich teaching practice, and select, develop, organize and use appropriate teaching and learning resources, including ICT to address learning goals.

According to the study of Jimenez et al., (2023), it shows that the use of ICT tools in Mathematics teaching improves both academic performance and problem solving in everyday mathematical life, improves procedures, improves problem solving, improves meaningful learning, and improves performance in basic mathematical processes and abstract conceptualization.

Table 13: Level of Performance of the Teachers in Terms of Assessment and Reporting

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.23	0.53	Very Satisfactory
2. Monitored and evaluated learner progress and achievement using learner attainment data.	4.24	0.53	Very Satisfactory
3. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	4.24	0.53	Very Satisfactory
MEAN	4.24	0.50	Very Satisfactory

Legend: 4.50-5.00 – Outstanding, 3.50-4.49 – Very Satisfactory, 2.50-3.49 – Satisfactory, 1.50-2.49 – Unsatisfactory, 1.00-1.49 – Poor

Table 13 shows the level of performance of the teachers in terms of assessment and reporting. Based on the results, the teachers' performances were very satisfactory.

It can be implied that they were able to design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements, monitor and evaluate learner progress and achievement using learner attainment data, and

communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.

Inman and Roberts (2016) stated that at the elementary, middle, and high school levels, it is important that all learners experience academic challenges so that each student has ongoing opportunities to make continuous progress.

Table 14: Level of Performance of the Teachers in terms of Personal Growth and Professional Development

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Applied a personal philosophy of teaching that is learner-centered.	4.19	0.53	Very Satisfactory
2. Set professional development goals based on the Philippine Professional Standards for Teachers.	4.21	0.56	Very Satisfactory
MEAN	4.20	0.52	Very Satisfactory

Legend: 4.50-5.00 – Outstanding, 3.50-4.49 – Very Satisfactory, 2.50-3.49 – Satisfactory, 1.50-2.49 – Unsatisfactory, 1.00-1.49 – Poor

Table 14 shows the level of performance of the teachers in terms of personal growth and professional development. Based on the results, the teachers' performances were very satisfactory.

It can be implied that the teachers were able to apply their personal philosophy of teaching that is learner-centered and set professional development goals based on the Philippine Professional Standards for Teachers.

The results indicated in the study of Gümüş, E., & Bellibaş, M. Ş. (2023) that in most countries, teachers who participated in professional development activities, such as coaching or mentoring, teacher networks, and action research, were likely to have higher perceptions of self-

efficacy. Meanwhile, traditional forms of professional development, such as attending seminars, conferences, courses, and workshops, only affected teachers' perceived self-efficacy in a few countries.

In the findings of Bergmark (2023), it shows that the teachers' professional learning demand changes in the ways they think, act and relate to others in three areas: teaching, research and collaboration.

According to Xie et al. (2017) and Bowman et al. (2020) as cited by Maningding (2023), teachers who gain quality professional development are more likely to have increased skills and abilities to pass on to their students.

Table 15: Level of Performance of the Teachers in Terms of Plus Factor

Statement	Mean	Standard Deviation	Verbal Interpretation
1. Performed various related works / activities that contribute to the teaching learning process.	4.15	0.64	Very Satisfactory
MEAN	4.15	0.64	Very Satisfactory

Legend: 4.50-5.00 – Outstanding, 3.50-4.49 – Very Satisfactory, 2.50-3.49 – Satisfactory, 1.50-2.49 – Unsatisfactory, 1.00-1.49 – Poor

Table 15 shows the level of performance of the teachers in terms of plus factor. Based on the results, the teachers' performances were very satisfactory.

It can be implied that they were able to perform various related works/activities that contribute to the teaching-learning process.

According to the findings in the study of Hegazy et al., (2023), it implies that when the objective is to assist student thinking, the most effective approach to pedagogical improvement is based on theory and centred on self-directed exercises within a community of collaborative colleagues, fostering dialogue. This method is most likely to establish enduring teaching practices that promote critical thinking.

Table 16: Summary Table of the Level of Performance of the Teachers

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. Content Knowledge and Pedagogy	4.12	0.52	Very Satisfactory
2. Learning Environment and Diversity of Learners	4.18	0.52	Very Satisfactory
3. Curriculum and Planning	4.13	0.51	Very Satisfactory
4. Assessment and Reporting	4.24	0.50	Very Satisfactory
5. Personal Growth and Professional Development	4.20	0.52	Very Satisfactory
6. Plus Factor	4.15	0.64	Very Satisfactory

Legend: 4.50-5.00 – Outstanding, 3.50-4.49 – Very Satisfactory, 2.50-3.49 – Satisfactory, 1.50-2.49 – Unsatisfactory, 1.00-1.49 – Poor

Table 16 shows the summary table of the level of performance of the teachers. Based on the results, the teachers are very satisfactory in their performance in each indicator.

It can be implied that teachers can still perform a very satisfactory rating despite their challenges and experiences. There is nothing that teachers cannot withstand upon promoting quality education to the pupils.

Table 17: Test of Significant Relationship between the Teachers' Challenges and Experiences and their Performance

	Teaching Performance						Overall
	KRA 1	KRA 2	KRA 3	KRA 4	KRA 5	KRA 6	
Challenges							
Health Protocols	.362**	.385**	.293**	.271**	.347**	0.160	.351**
Pupil's Behavior	.334**	.309**	.265**	.207*	.281**	.228*	.304**
Learning Gaps	.254*	.257**	0.187	0.195	.211*	0.150	.239*
Instruction	.254*	.257**	0.187	0.195	.211*	0.150	.239*
Overall	.376**	.398**	.308**	.268**	.332**	.198*	.361**
Experiences							
Stress	.339**	.324**	.284**	.214*	.264**	0.072	.298**
Workload	.304**	.338**	.318**	.306**	.311**	.279**	.346**
Time Management	.289**	.341**	.285**	.295**	.281**	.239*	.326**
Overall	.358**	.387**	.341**	.315**	.330**	.229*	.374**

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

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

Table 17 shows the test of significant relationship between the teachers' challenges and experiences and their performance. Based on the result, there is a significant relationship between the teachers' challenges and experiences and their performance in most of the variables.

However, there is no significant relationship in learning gaps and instruction to curriculum and planning; in learning gaps and instruction to assessment and reporting; and in health protocols, leaning gaps, instruction, and stress to plus factor.

It can be implied that the challenges and experiences of the teachers totally affect their teaching performance. Since most of the respondents were very satisfactory in their performance rating, it revealed that teachers have strong self-efficacy and can resolve their own struggles without downgrading the teaching quality to maximize the learning for the students. Teachers can adapt to the abrupt changes in educational system and still execute their duties as facilitators of learning. The challenges and experiences hone the teachers for their betterment and improvement in their profession.

The findings of this study allow us to affirm that, even in an environment where there is still threat brought about by COVID-19 and its variants and remote work is an option for health care, the work of teachers was not affected by this situation (Orihuela & Cotrina, 2022; Picón et al., 2021).

Almost all the teachers that were surveyed indicated having a medium to high level of performance, although they occasionally experienced stress for the delivery of final evaluations. (Fachin, 2021).

IV. FINDINGS, CONCLUSION AND RECOMMENDATIONS

A. Findings

➤ *The Study Revealed the Following Findings:*

- Most of the respondents were aged 41 years old and above and that Fule Almeda district was dominated by females. Most of the respondents were composed of bachelor's degree with master's units that shows that most of them seek professional development. Most of the respondents have been in the service for 4-10 years which means that most of them are new teachers. Most of the respondents were able to attend 2 trainings since there are certain coordinators needed on the trainings.
- Most of the respondents were challenged in terms of health protocol, pupil's behavior, addressing learning gap, and instruction.
- In terms of the experiences of the teachers, they strongly experienced stress and work overload while they only experienced time management.
- The level of performance of the teachers in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and plus factor are very satisfactory.
- The relationship between the teachers' challenges and experiences was significant to their performance. However, there is no significant relationship in learning gaps and instruction in relation to curriculum and planning; in learning gaps and instruction in relation to assessment and reporting; and in health protocols, leaning gaps, instruction, and stress in relation to plus factor.
- There are significant differences in the perceived challenges in terms of health protocol, pupils' behavior, and learning gap, experience in terms of stress, and teachers' performance in terms of learning environment and diversity of learners when grouped according to age.
- The result shows that there is no significant difference on the challenges, experiences, and teaching performance of male and female teachers.
- There is a significant difference in the perceived challenges in terms of pupils' behavior when grouped according to highest educational attainment.

- There is a significant difference in the perceived challenges in terms of health protocol and the teachers' performance in terms of learning environment and diversity of learners when grouped according to the years in service.
- There is no significant difference in the challenges, experiences, and teaching performance of the respondents when grouped according to the number of trainings attended.

B. Conclusions

➤ *Based on The Findings of the Study, these Conclusions Were Formulated:*

- The hypothesis that "There is no significant relationship between the challenges and experiences of teachers and their performance" is not sustained. However, there is no significant relationships in learning gaps and instruction in relation to curriculum and planning; in learning gaps and instruction in relation to assessment and reporting; and in health protocols, leaning gaps, instruction, and stress in relation to plus factor which make a part of the null hypothesis is sustained.
- The hypothesis that "There is no significant difference between the challenges and experiences of teachers and their performance when grouped according to profile" is sustained. However, there are significant differences in the perceived challenges in terms of health protocol, pupils' behavior, and learning gap, experience in terms of stress, and teachers' performance in terms of learning environment and diversity of learners when grouped according to age; there is a significant difference in the perceived challenges in terms of pupils' behavior when grouped according to highest educational attainment; and there is a significant difference in the perceived challenges in terms of health protocol and the teachers' performance in terms of learning environment and diversity of learners when grouped according to the years in service which make a part of the null hypothesis is not sustained.

C. Recommendations

➤ *Based on the Findings and Conclusions of this Study in Fule Almeda District, the Researcher Offers the Following Recommendations.*

- The researcher may recommend to the future researchers, if possible, to use this study as a literature review. In addition, they may modify the variable and make use of moderating variables and may make use of a larger population to make the study more diverse.
- It may be recommended to the teachers to have collaborative planning of reports to be submitted to lessen urgent submission that may trigger stress.
- The researcher recommends to the administrators that they may create an action plan and responsive program towards the challenges and experiences of teachers for

more improvement of teaching quality and enhancement of the learning gaps of the pupils.

- It may be recommended that the school heads have proper delegation of workload to teachers with the involvement of teachers and provide intervention programs to reduce the stress experienced by the teachers to improve their mental health.

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