



IN-PERSON CLASSES AND TEACHERS' PERFORMANCE

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Abstract

This paper was undertaken to examine In-person classes and teachers' performance in the municipality of Columbio, Sultan Kudarat, Philippines using the total enumeration sampling with one hundred forty-eight (148) respondents from Telafas National High School, Datalblao National High School, Columbio National High School, New Natividad Integrated School, Mayo Integrated School and Maligaya Integrated School.

The study made use of weighted mean and Pearson r correlation in the analysis of data. The major findings, the extent of in-person classes in terms of: school managing operations, ensuring teaching and learning, well-being and protection and school community coordination were all interpreted as "moderate extent". The teachers' performance in terms of productive teaching techniques, student achievement and organized, structured class management was interpreted as very satisfactory. On the other hand, In-person classes were interpreted as moderate extent. However, in terms of Teachers' Performance it was interpreted as moderate level. The correlational analysis between the In-person classes and Teachers' Performance revealed significant relationship. This means that it had to reject the null hypothesis. The study concluded that in the in-person classes in terms of School Managing Operations, Ensuring Teaching and Learning, Well-being and protection, and School-Community Coordination, was as revealed "Observed/implemented to the moderate extent".

In terms of teachers' performance in terms of productive teaching techniques, Student achievement, Organized, structured class management, and employee responsibilities it was revealed that they were "Demonstrated to the moderate level"

Finally, a "strong positive relationship" existed between In-person classes and teachers' performance

Keyword: *In-person Classes, Teachers' Performance*

1. INTRODUCTION

The COVID-19 pandemic has brought about a paradigm shift in our comprehension of the world as it existed prior to its outbreak, on a global scale. The implementation of stringent social distancing and lockdown measures in response to the COVID-19 pandemic has resulted in notable alterations in social interactions, thereby inducing sentiments of seclusion and solitude among a considerable number of individuals (Smith & Lim, 2020).

The expeditious dissemination of COVID-19 across the globe has resulted in various outcomes, including health, social, psychological, economic, and educational implications. The implementation of school closures has been a prevalent strategy worldwide to facilitate the practice of social distancing and mitigate the spread of infections, as evidenced by studies conducted by Sheikh et al. (2020), Van Lancker and Parolin (2020), and Viner et al. (2020).

The ongoing pandemic has been observed to have a significant impact on the psychological well-being of students (Cachón-Zagalaz et al., 2020). However, it is noteworthy that teachers have also been experiencing elevated levels of stress since the onset of the crisis. According to Besser et al. (2020), recent research has indicated that

teachers experienced stress due to the rapid adaptation required to facilitate online classes during the lockdown period.

The Department of Education in the Philippines has developed a set of guidelines for the implementation of online and modular distance learning delivery of instruction. The purpose of this measure is to protect students from potential infection by the disease. The President, Rodrigo R. Duterte, approved plans to carry out a pilot implementation of limited face-to-face delivery in low-risk areas of COVID-19 transmission for January 2021. However, this decision was subsequently revoked due to the potential threat posed by the new strain of COVID-19. There are concerns regarding the readiness of the country to commence in-person learning in schools, despite implementing one of the most prolonged and rigorous lockdown measures globally (Sarmiento 2019).

The COVID-19 pandemic has had a significant impact on the educational sector, causing widespread disruption to schooling worldwide. In response to the emergence and peril of the pandemic, numerous nations across the globe have opted to implement temporary closures of educational institutions, thereby impacting a vast number of pupils. As a result of the pandemic, there has been a learning crisis for students, many of whom are children. In a recent publication within this academic journal, the authors made reference to the notion that each nation bears the responsibility of devising tactics to safely resume in-person schooling (Sarmiento 2019).

Thus, this study was proposed to investigate the in-person classes and teachers' performance in the municipality of Columbio, Sultan Kudarat that would help to craft a school mechanism for the implementation of the said activity.

Interactions have long been seen as important entities in science education. According to the theory of distributed cognition, learners' performance and learning effects are significantly influenced by the interactions between the learner and the learning environment (Cole & Engeström, 1993; Nakhleh, Polles, & Malina, 2002).

In line with the DepEd-DOH Joint Memorandum Circular No. 1, s. 2022 Revised Operational Guidelines of the Progressive Expansion of Face to Face Learning Modality and Guidelines on the Progressive Expansion of Face to Face classes, the School Safety Assessment Tool was revised based on the monitoring and evaluation results of the pilot implementation and in consideration of the schools, present conditions relevant to safe reopening. The revised SSAT focuses on four main areas, namely: (a) Managing School Operations, (b) Focusing on Teaching and teaching, (c) Well-being and protection, and (d) School-community coordination. It contains indicators that would show the readiness of the schools to participate in the progressive expansion of the face-to-face classes is met. These would be the independent variables of the study

In like manner the dependent variables were the teachers' performance along with productive teaching techniques, student achievement, organized, structured class management, and employee responsibilities.

Generally, this study aimed to determine the in-person classes of schools in the Municipality of Columbio, Sultan Kudarat and teachers' performance.

The study focused on the in-person classes and teachers' performance in secondary schools in the municipality of Columbio, Sultan Kudarat.

The in-person classes determined in terms of managing school operations, focusing on teaching and learning, well-being and protection, and school-community coordination.

On the other hand, the teacher's performance in the School Year 2022-2023 was limited only to productive teaching techniques, student achievement, organized, structured class management, and employee responsibilities.

There are six (6) secondary and integrated schools in Columbio, Sultan Kudarat as respondents of the study for the School-Year 2022-2023.

2. MATERIALS AND METHODS

The study utilized the descriptive correlational research design to determine the relationship between the in-person classes and teachers' performance. Descriptive correlational designs explain the variables and the correlations that exist naturally between and among them, as stated by Creswell (2002). Classes taught in person at schools are the independent variable, while the instructors' effectiveness is the dependent variable.

Moreover, descriptive correlational analysis identifies causal links between previously unrecognized variables and makes it possible to extrapolate past results to the future. In order to address the study issues at hand, the data collected via the use of a questionnaire was tabulated, examined, and reported verbally.

This study was conducted in three (3) secondary schools and three (3) integrated schools in the Municipality of Columbio. The researcher preferred the Municipality of Columbio, Sultan Kudarat because it is one of the biggest municipalities in the First Congressional District of the Province of Sultan Kudarat. It has more numbers of High school and Integrated school in the Division of Sultan Kudarat.

The respondents of the study were the three (3) secondary school heads, three (3) integrated schools' teacher-in-charge and one hundred forty-two (142) secondary school teachers with a total of one hundred forty-eight (148) respondents in the Municipality of Columbio,

The total enumeration method was utilized to select the school head respondents meanwhile a simple random sampling technique through the aid of a lottery method. According to Gay (2016), ten percent (10%) of the population may be used in descriptive research for smaller populations, but a minimum of twenty percent (20%) may be necessary for larger populations. Therefore, the researcher decided to employ an extremely small sample size for the survey.

A questionnaire is a research instrument that gathered data from a large sample. The survey questionnaire was adapted and revised from the study of Balubugan (2022) and based on the school in-person classes in terms of managing school operations, focusing on teaching and learning, well-being and protection, and school-community coordination anchored on DepEd-DOH Joint Memorandum Circular No. 1, s. 2022 used by (Balubugan, 2022)

On the other hand, to gather data on the teachers' performance an adopted and modified survey questionnaire from Earl Watkins, PhD on "Teacher Performance Evaluation" was used.

To gauge the in-person classes in terms of managing school operations, ensuring teaching and learning, well-being and protection and school community coordination.

In gathering the data, the researcher asked permission with notification from her research adviser, the Graduate School Dean, and the Schools Division Superintendent of Sultan Kudarat Division. Upon approval, the researcher coordinated with the school heads on the survey schedule in their respective schools. The researcher met the study respondents to distribute and orient respondents on how to accomplish the survey instrument.

After the conduct of the study, the data was processed using the following statistical tools.

The weighted mean was used to determine the level of In-person classes and teachers' performance.

The Pearson-moment Correlation tool was used to determine the relationship between the two critical factors in determining the influence of the independent variable: in-person classes and teachers' performance.

3. RESULTS AND DISCUSSION

Extent is the schools' in-person classes in terms of managing school operations, focusing on teaching and learning, well-being and protection, and schools-community coordination

Thomann and Zimmerman (2012) found that the design of the course and its implementation are two major categories of differences between teaching courses online and face-to-face. The tables in succeeding pages will discuss the extent of extent is the schools' in-person classes in terms of managing school operations, focusing on teaching and learning, well-being and protection, and schools-community coordination.

The table shows the extent of schools' In-person classes in terms of Managing School Operations with the computed section mean of 3.73 which is interpreted as "Observed to the moderate extent". In particular, indicators, set up the physical structures, WASH facilities and supplies, personal protective equipment (PPEs), health and safety protocols, learning materials, class programs, and human resource equipment got the highest computed mean of 4.47 interpreted as "Observed to the moderate extent" followed by set up a proactive COVID-19 local hotline/helpdesk that connects to and coordinates with hospitals/LGUs has a computed mean of 4.04 interpreted as "Observed to the moderate extent".

In addition with, indicators, classrooms have been arranged to ensure the safety of learners from COVID-19 transmission following the prescribed classroom layout with seats at least 1 meter apart and those not occupied were marked with "X" or been removed got the lowest computed mean of 3.11 interpreted as "Observed to the moderate extent", followed by Put signages/visual cues like instructions for entrance and exit, hallway ground markings, designated waiting area for parents, guardians, and chaperones; and, areas where physical capacity may be limited which has a computed mean of 3.17 interpreted as "Observed to the moderate extent". Nevertheless, all indicators were interpreted as "Observed to the moderate extent".

This implies that In terms of managing school operations, this implies that secondary and integrated schools in the municipality of Columbio, Sultan Kudarat observed to the moderate extent.

The table discusses on the extent of schools' in-person classes in terms of focusing on teaching and learning with a computed section mean of 3.73 interpreted as "Observed to the moderate extent". More specifically, indicators, using the K to 12 Curriculum, the focus of instruction is on the Most Essential Learning Competencies (MELCs) got the highest computed mean of 3.80 interpreted as "Observed to the moderate extent" followed by teachers conduct summative assessments to establish whether learners achieved the learning targets specified in the curriculum (i.e. Most Essential Learning Competencies) 3.80 interpreted as "Observed to the moderate extent". However, indicators, teachers developed activity-based materials for mastery of learning delivered during face-to-face classes got the lowest mean of 3.62 interpreted as "Observed to the moderate extent" followed by Determine the most appropriate class scheduling based on the demand for and their capacity to implement face-to-face classes, availability of classrooms, class size, and human resource capacity of the school got the computed mean of 3.70 interpreted as "Observed to the moderate extent". Finally, all indicators were interpreted as "Observed to the moderate extent".

This implies that in terms of focusing on teaching and learning, secondary and integrated schools in the municipality of Columbio, Sultan Kudarat it was "Observed to the moderate extent".

The table exhibits the extent is the schools' In-person classes in terms of Well-being and Protection with the computed section mean of 3.61 interpreted as "Observed to the moderate extent". Specifically, indicators, parents report to the school if their children are experiencing flu-like symptoms got the highest mean of 3.85 is interpreted as "Observed to

the moderate extent” followed by, there are designated rooms to isolate students and school personnel with fever and flu-like symptoms near the entrances with a computed mean of 3.82 interpreted “Observed to the moderate extent”. In addition, indicators, teachers conduct daily rapid health checks in the classrooms got the lowest computed mean of 3.40 interpreted as “Observed to the lesser extent” and physical distancing is observed at all times with a computed mean of 3.47 interpreted as “Observed to the lesser extent”.

This implies that secondary and integrated schools in the municipality of Columbio, Sultan Kudarat in terms of well-being and protection was “observed to the moderate extent”.

The table displays the extent is the schools’ In-person classes in terms of School-Community Coordination with the computed section mean of 3.76 interpreted as “Observed to the moderate extent”. More specifically, indicators, the school has developed a plan for coordination with the Barangay Local Government Unit (BLGU) or the Barangay Health Emergency Response Team (BHERT) in ensuring that protocols are observed properly got the highest computed mean of 3.90 interpreted as “Observed to the moderate extent” and operationalization of the Preventive Alert System in Schools (PASS) for Covid-19 (per DepEd Memorandum No. 15, s. 2020 with computed mean of 3.88 interpreted as “Observed to the moderate extent”. On the other hand indicators, the school has coordinated with their respective local government units the implementation of routine school-based immunization (SBI) and other school health-related services, such as but not limited to deworming and weekly iron-folate acid supplementation (WIFA) got the lowest computed mean of 3.56 interpreted as “Observed to the moderate extent” and in collaboration with their local health offices, the school has developed intensive health promotion campaign, activities/supportive policies to maintain optimal health-seeking behavior of learners and other community members with a computed mean of 3.69 interpreted as “Observed to the moderate extent”.

It implies that secondary and integrated schools in the Municipality of Columbio, Sultan Kudarat in terms of school community coordination was observed to a moderate extent.

The table shows the summary of in-person classes at the Municipality of Columbio, Sultan Kudarat. It shows the summary ratings of mean, description and interpretation of in-person classes. The overall mean of 3.71 with the description of “mostly evident” and interpreted as “observed to the moderate extend.

In particular, School- Community Coordination got the highest mean of 3.76 with the description of “mostly evident” and interpreted as “observed to the moderate extent” followed by School Managing Operations with the mean of 3.73 with the description of “mostly evident” and interpreted as “observed to the moderate extent, Ensuring Teaching and Learning with the mean of 3.72 with the description of “mostly evident” and interpreted as “observed to the moderate extent” and Well-being and Protection has the lowest mean of 3.61 with the description of “mostly evident” and interpreted as “observed to the moderate extent’.

On the level of teachers’ performance in terms of, productive teaching techniques, student achievement, organized, structured class management

Evaluation is the process of gathering data, which provides evidence of a teacher’s performance. This data is synthesized and analyzed in light of county adopted performance criteria to determine the effectiveness of a teacher’s performance for that cycle. The data is also used as a basis for refining performance during the evaluation cycle and as a guide for the development of a professional growth plan at the end of the cycle.

Teachers are encouraged to use these and similar kinds of data as a basis for analyzing and improving their instruction, but this data must be documented and shared with the evaluator if it is to be used in the summative evaluation process.

The following tables in succeeding pages discuss on the level of teachers’ performance in terms of, productive teaching techniques, student achievement, and organized, structured class management.

The above table displays on the level of teachers' performance in terms of productive teaching techniques with a computed mean of 4.07 interpreted as "Demonstrates to the moderate level". Specifically, indicators, demonstrates effective planning skills got the highest mean of 4.25 and Implements the lesson plan effectively with the computed mean of 4.22 which are both interpreted as "Demonstrates to the moderate level". In addition, with indicators, communicates effectively with the students with the computed mean of 3.77 and provides students with appropriate evaluative feedback with computed mean of 4.05 are the indicators got the lowest computed mean which interpreted as "Demonstrates to the moderate level"

This implies that teachers' performance in terms of productive teaching techniques was interpreted as "demonstrates to the moderate level".

Table 8 exhibits the Level of teachers' performance in terms of students' achievement with the computed section mean of 3.73 interpreted as "Demonstrates to the moderate level". Specifically, indicators, Reviews and evaluates student achievement data got the highest mean of 3.78 followed by Demonstrates evidence of students' academic growth with a computed mean of 3.77 were both interpreted as "Demonstrates to the moderate level". In addition, indicators use district/state and other alternative assessments to measure students individualized annual growth with a computed mean of 3.65 and require students to meet the requirements for promotion with a computed mean of 3.68 were both interpreted as "Demonstrates to the moderate level".

This implies that secondary and integrated schools' teachers' performance in the municipality of Columbio, Sultan Kudarat in terms of student's achievement was interpreted as "Demonstrates to the moderate level".

The table discusses on the Level of teachers' performance in terms of organized, structured class management with a computed section mean of 3.72 interpreted as "Demonstrates to the moderate level". In like manner, indicators, that make use of the physical school environment to support current learning activities got the highest mean of 3.80 and maintain classroom organization for efficient distribution of learning materials with a computed mean of 3.76 were both interpreted as "Demonstrates to the moderate level". Meanwhile, indicators, demonstrate fairness and consistency in the handling of student problems with a computed mean of 3.64 and show evidence of adequate lesson preparation and organization of work with objectives clearly in mind with a computed mean of 3.68 both interpreted as "Demonstrates to the moderate level".

This implies that teachers' performance in terms of organized structure classroom management was interpreted as "Demonstrates to the moderate level".

The table shows the summary ratings of mean, description and interpretation of Teachers' Performance at the municipality of Columbio, Sultan Kudarat.

The overall mean is 3.84 with the description of "very satisfactory" and interpreted as "Demonstrate to the moderate level".

In particular, Productive Teaching Techniques got the highest mean of 4.07 with the description of "very satisfactory" and interpreted as "Demonstrate to the moderate level", followed by the Student Achievement with the mean of 3.73 with the description of "very satisfactory" and interpreted as "Demonstrate to the moderate level" and Organized, Structured Class Management got the lowest mean of 3.72 with the description of "very satisfactory" and interpreted as "Demonstrate to the moderate level".

This implies that Teachers' Performance for the School Year 2022-2023 in the Municipality of Columbio, Sultan Kudarat was interpreted as "Demonstrates to the moderate level".

The table displays the relationship between in-person classes and teachers' performance, school managing operations has a computed R-value of .696, Ensuring Teaching and Learning with a computed R-value of .643, and School Community Coordination with a computed R-value of .736 with a p-value of 0.00 which is less than at .05 level of significant this implies that there is a high correlation on teachers performance,

interestingly, Ensuring Teaching and Learning with the computed R-value of .813 which is far higher than the computed value and the p-value is less than at .05 level of significance interpreted as “Strong Correlation”. Finally, the null hypothesis states that there is no significant relationship between in-person classes and teacher performance is rejected.

Therefore, there is a significant relationship between in-person classes and teachers’ performance.

4. MAJOR FINDINGS

The study aimed to determine the relationship between in-person classes and teachers’ performance. Specifically, this study tried to evaluate schools’ implementation of in-person classes terms of managing school operations, focusing on teaching and learning, well-being and protection, and schools-community coordination and teachers’ performance in terms of productive teaching techniques, student achievement, and organized, structured class management in the secondary and integrated schools in the Municipality of Columbio, Sultan Kudarat for the School Year 2022-2023.

This research used a descriptive-correlational design and employed a survey questionnaire. The respondents of the study were 148 teachers and school heads. The statistical tools used in processing the data were mean and Pearson r.

The salient findings of the study are:

On the In-person classes in terms of School Managing Operations, Ensuring Teaching and Learning, Well-being and protection, and School-Community Coordination, it was “Observed/implemented to the moderate extent”.

On the teachers’ performance of the Teachers in secondary and integrated schools in the municipality of Columbio, Sultan Kudarat in terms of productive teaching techniques, Student achievement, Organized, structured class management, and employee responsibilities was revealed that it “Demonstrates to the moderate level”

Finally, there is a “strong positive relationship” between In-person Classes and Teachers’ Performance

5. CONCLUSION

The following conclusion were drawn based on the findings of the study.

1. In-person Classes in terms of School Managing Operations, Ensuring Teaching and Learning, Well-being and protection, and School-Community Coordination, was “Observed/implemented to the moderate extent”.
2. Teachers’ performance in terms of productive teaching techniques, Student achievement, Organized, structured class management, and employee responsibilities was “demonstrate to the moderate level”
3. Finally, a “strong positive relationship” existed between In-person Classes and Teachers’ Performance

From the salient findings and conclusions of this study, the following recommendations are presented;

1. The school may continue its school health program that will keep the pupils and teachers safe on the school premises.
2. The teachers may sustain their best practices to have optimum teaching and learning.
3. Another study maybe conducted in a wider scope to have a clearer picture on the In-person classes and Teachers’ Performance.

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