



TEACHERS' CONCERN IN THE CONDUCT OF IN-PERSON CLASSES

ROHMIYA D. TUNGKAY,LPT,MAED
TeacherIII

Abstract

Teachers recognized that the interest and welfare of learners are first and foremost in the understanding of the different learning and challenges among students. That is the reason that effective teacher plays an important role in the success of the young generation.

The study was conducted to investigate the teachers' concern in the conduct of in-person classes and their challenges during the in-person learning modality.

A qualitative research design and a case study in nature were being used in this research. The thematic analysis was applied to analyze the data gathered from the teachers' respondents. To gather data, self-constructed questionnaires were administered. The researcher found out that in terms of teachers' concerns in the in-person classes, the students learning and academic development. Further, the researcher found out that to address their concerns, a credible teacher adviser is needed, and a teacher can initiate an innovative approach to teaching. In terms of Challenges during in-person classes learning modality was poor reading ability and the teacher's most challenging role is to initiate an innovative approach to teaching. Finally, teachers overcome these challenges in life by always positive mindset and making an effective continuity plan in teaching.

Keywords: In-person Classes, Teachers' Concern, Lambayong

1.INTRODUCTION

As the school year starts in many districts across the country, a new national poll of teachers finds overwhelming trepidation about returning to the physical classroom. Going back to in-person classes may come with difficulties in adjusting to the school environment or learning modality. After a pandemic, the learning experience will not be the same as it was before COVID-19. "It might be more complicated than before because returning to in-person classes may feel

like a new beginning. "However, no matter what, that feeling can be received as one of the unique experiences of modern education. Teaching can be challenging and frustrating but as these teachers signify everything is possible.

The Department of Education (DepEd) has released the guidelines on the School Calendar and Activities for School Year 2022-2023 in accordance with its commitment to the resumption of 5 days of in-person classes. Signed by Vice President and Secretary Sara Z. Duterte on Monday, DepEd Order No. 034, series of 2022, sets the start of classes on August 22 and will end on July 7, 2023. There will be 203 school days or as may be determined by further issuance/s in case of changes in the school calendar due to unforeseen circumstances. In the issuance, DepEd also provides direction and guidance in the re-opening of classes and the gradual introduction of 5 days of in-person learning modality classes.

In relation to the school opening, the implementing guidelines on the School Calendar and Activities for SY 2022-2023 will apply to public and private elementary and secondary schools, including Community Learning Centers (CLCs) nationwide. Private schools, state/local universities, and colleges may implement the calendar.

One thing that teachers face now is the issue of a lack of classrooms, chairs, and instructional materials aside from an insufficient budget for daily transformation allowance. The lack of teachers all over the nation is a major problem that cannot be easy to address by the central office because it required big amount of financial allocation. The Sigayan Integrated School faces problems in the classroom, and land conflict occupied by the school, and of this issue, and moreover the major problem in the school is the learning gaps that affect the learning of the learners on numerical and literacy skills. Further, the researcher trying to find out teachers' concerns about in-person classes after the pandemic crises and assess the challenges faced, and the best strategies to resolved the issues.

In the District of Lambayong, Sultan Kudarat, the majority of the family belongs to the poverty line that cannot able to sustain the education of children, especially in the Sigayan Integrated School.

The theory contributed for the development of this study was Psycho social Theories address patterned changes in ego development, including self-understanding, identity formation, social relationships, and worldview across the life span. According to psycho social theories, development is a product of the ongoing interactions between individuals and their social environment (Abele & Wojciszke, 2007). Further, Erik Erikson is the primary theorist identified with the development of psycho-social theory, the basic concept involves in human development, such as the stages of the development of a person, psycho-social crises, and central processes for resolving the psycho-social crisis.

This study focused on the teacher's concern about in-person learning modality after the crisis COVID-19. Further, the research paper is limited to the teachers at Sigayan Integrated School in District 1 of Lambayong. The academic

performance of learners is not included, because only the teachers are the target of the study since those teachers catalyse change in the life of learners.

In terms of the study covered the entire school year 2022-2023 to ensure gathering important information regarding teachers' concerns in the in-person classes as the guide in initiating the best intervention to solve the effect of COVID-19 to the numerical and literacy skills of learners.

In-person courses are considered a traditional mode of teaching in which the instructor and students are all simultaneously present in the classroom space. Typically, this would include the physical presence of all students with the instructor, but can also accommodate an option for remote attendance by the instructor or students if needed due to COVID-related interruptions.

According to Hashim, R. (2021) one of the teachers' concerns is the availability and know-how of communication technology that are accompanied by growing concern about the decline of an individual's ability to think sharply and wisely. In Malaysia, this concern has brought to the fore the prominence of teaching thinking skills within the school system and teachers were expected to be the agents of this change.

Malipot, M.H (2021) revealed that pilot face-to-face classes are attended by grade 11 and grade 12 learners at the Mary Perpetual E. Brioso National High School in Tigbao, Milagros Masbate. In a virtual press briefing, Educational Secretary Briones gave updates on the pilot face-to-face classes and others related to the education sector along with the other officials of DepEd.

Additionally, they are challenges of teaching such as understanding the different learning challenges among students, family problems & bullying, lack of funding, lack of effective communication, and disciplining students are the major concern of teachers aside from their learning at schools in different subject areas. Further, challenges facing teachers today are inspiring students to be more self-directed, improving learning outcomes, and personalizing teaching. It showed that these teachers are greatly challenged in terms of learning quality transfer, students' difficulties in following instructions, power disruption, internet connection, and health risks posed by the pandemic Malipot, M.H (2021).

According to Kamenetz, A. et al (2022) eighty-two percent of K 12 teachers say they are concerned about returning to in-person teaching this fall, and two-thirds prefer to teach primarily remotely. On the latter point, teachers have aligned with parents and the general public and found two-thirds of respondents thought schools in their area should be primarily remote, including 62% of parents of children under 18. When it comes to going back to the classroom, 77% of teachers are worried about risking their health.

Tserenpurev, M. (2021) stated that in March 2020, schools closed across the country, and most colleges and universities started to teach lessons through social platforms such as Zoom or Microsoft Teams. Facing unknown ways of teaching and learning, both professors and students. Over time, both students and faculty began to understand how to use remote learning to make education more flexible and easier on some level.

In addition to time management, there might be some academic challenges when students return to in-person classes. According to the National Academy of Science of the USA, students had a loss of learning during the pandemic. So, with some misunderstanding on certain topics, they will confront

difficulties in in-person classes. Also, returning to normal classes will take more time and energy because students will need to go from one place to another. So, considering these factors, studying in normal classes will require more organizational skills.

According to DO 034, s. 2022, there will be no inspections, tools, or any additional requirements to re-open schools and implement five (5) days of in-person classes will be required, except for the compliance with the usual pre-pandemic regulatory permits and licenses, as required by law or ordinances. DepEd only prescribed the options of 5 days person in-person classes, blended learning modality, and full distance learning. Public and private schools shall have transitioned to 5 days of in-person classes. No school shall be allowed to implement purely distance learning or blended learning except for those implementing Alternative Delivery Modes as provided in DO 21, s. 2019.

2. MATERIALS AND METHODS

This study adopted a Qualitative research design, specifically a Case Study method of research to gather and analyze the struggles experienced by the Teachers in District 1 of Lambayong specifically in Sigayan Integrated School, Sultan Kudarat in face-to-face classes.

A qualitative case study is a research methodology that helps in the exploration of a phenomenon within some particular context through various data sources, and it undertakes the exploration through a variety of lenses in order to reveal multiple facets of the phenomenon (Baxter & Jack, 2008).

In the pursuit to understand and explore the experiences of student learning journey. This study used a qualitative case study research design. Essentially, it facilitates a deeper understanding of a certain situation being lived through as described by the participants. In these circumstances, it is focused on the lived experience of teachers regarding the topic: Teachers' concern on In-person classes and challenges faced by the teachers. The situation claims that to understand human experience, it requires immersive penetration of individuals' thoughts and insights through employing interviews and discussion.

The said study used a complete enumeration of teacher respondents at Sigayan Integrated School in District 1 of Lambayong, Sultan Kudarat. The school respondent was chosen possessively because of the school location, the issues in the community in terms of parent involvement, family feuds, and the poor literacy skills of students affected by COVID-19.

A semi-structure questionnaire was administered in this study which was used in the In-Depth Interview and Focus Group Discussion (FGD). The research questionnaires was evaluated the content, and grammar by master teachers in District 1 of Lambayong, Sultan Kudarat. The researcher also made use of the gadgets, such as cameras, and mobile phones to gather reliable data from the participants comprised of the Teachers in the above school.

A qualitative type of study requires time and effort for the researcher to gather and transcribe the responses of the participants. Hence, the following were the steps to be followed in this endeavor:

This begins with seeking of letter of approval for the conduct of the study from the Office of the Dean of the Graduate School of East-West Mindanao Colleges, Inc., and from the Schools Division Superintendent of the Division of Sultan Kudarat.

Another letter of permission was needed from the School District Supervisor at District 1 of Lambayong, Sultan Kudarat, and the teachers. Then the researcher communicated and asked permission to the school principal of the chosen school.

When letters were signed and approved, the informed consent was given to the participants to inform them about the research study, purpose and procedures. The researcher also informed the participants about the confidentiality of all data gathered from them and their participation in this study was voluntarily.

After the participants' consent given, the researcher organized all the instruments used in the study, such as Interview Questions, and Gadgets (Camera and Mobile Phone). This was followed by the conduct of the In-Depth Interview and Focus Group Discussion (FGD) with the Teachers.

This study applied the thematic analysis method to interpret the coding data gathered from the respondents and presented in the tabular without numerical data presentation. After, the tabular presentation of codes, categories, and themes was followed by the discussion. The thematic analysis method was adopted and guided by Wa-ambaleka, S.(2018) pages 98 to 99.

3. RESULTS AND DISCUSSION

Presented the Teachers' Concerns About In-Person Classes at Sigayan Integrated School, District 1 of Lambayong

Table 1 teachers' response on the research problem identifying teachers' concerns about in-person classes at Sigayan Integrated School, revealed the theme response "Student's Learning and Development". The teachers' respondent stated that five categories had greater factors affect student's learning and development socially, emotionally such as inconducive classroom for learning, learning attitudes, teachers' quality, parent participation, and loss of time both teachers and learners. The researcher coded this item as school ecology, and once that school limited facilities and instructional material, small classroom, overcrowded, and limited educational technology may also fall in inconvenient learning classroom and that was directly affecting learning of students. According to Qamar et.al (2020) conducive classroom environment helps both teachers to teach effectively and students to learn with ease and perform better academically. The use of proper available teaching and learning resources in classrooms enhances learning outcomes of students. It has a positive impact on improving students learning.

Learning attitudes was another category that was affected student learning and development. Researcher said that learners' behavior associated with reading difficulties, poor preparedness. Mohammed (2019) scholarly said that predominant factors contributed to low reading abilities of pupils are learners behavior such as omission of words while in reading, comprehension and fluency as well as phonological awareness may contributed to poor reading abilities.

Teachers Quality respondents said that competence teachers influence much to the ease learning of the students. Therefore, teacher's poor in terms of time management, teachers in need of struggling educational technology as well

as the school head pressure the teachers and more paperwork were lesser contribution to the student learning. Panth, B. et al (2021) stated that teacher quality is the key to improved academic achievement and important for the process of student well development in ensuring quality learning especially for students both elementary, high school and tertiary level.

Parent Participation is another key factor contributed to the learning outcomes of the students. The respondents said that in Sigayan Integrated School was affected by the community issues such as family feuds, lack of support of parent to the children and land conflict of school site may also identified factors that affect student learning. Lenka, et.al (2021) stated that parental involvement is positively associated with students' educational success. However, researcher shows that levels of involvement and participation vary considerably, depending on parents' social and economic resources.

Loss of time in this study, the respondents identified issues of students and teachers. This were classified into teachers and students late coming to school due to walking to work from the long distance from home to school as well as students poor time management may result to loss of learning. The loss of time may also result to loss of learning. The term learning loss refers to any loss of information and abilities by Fall (2020) and extended absences from school will have a detrimental effect on student achievement.

Presented the Teachers Adviser on Classroom Management in the In-Person Classes

Item related to how teacher adviser manage classes during in-person classes showed in table1.1 that based on the thematic analysis, the researcher revealed that credible teacher adviser is the most effective classroom manager. The credible advisers have three categories to describe such resilience, stewardship, and higher-order thinking skills.

Respondents said that resilience teacher are those teacher can stay calm, flexible enough and take enough time to handle classes and issues. According to Wang, Y (2021) building teachers' resilience greatly contributed to the students learning and eradicate problem during learning process. The theory supported by this idea of Wang, Y is teacher resilience theory that teachers develop resilience and the ability to weather these storms by choosing to reframe challenges into learning experiences, embracing constant change and uncertainly and drawing on rejuvenating experiences as much as possible.

Stewardship teacher described by the researcher based on the responses of the respondents that skilled teacher in classroom management, able to decide how to process the issues in the classroom and all the situation was documented, ask questions and make a suggestion and finally listen to the student and checking understanding of learners is the best and effective teacher to be in the designation of classroom adviser because of their unique traits. Tranctenberg, R.E (2022) steward of the discipline was originally defined as an individual to whom "can entrust the vigor, quality, and integrity of the field, and more specifically, as someone who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understanding through writing, teaching, and application.

Higher-order Thinking skills was another categories identified by the researcher that can contribute to in managing class as class adviser. This trait of class adviser described by the teachers' respondent in this study a kind of teacher can model a useful problem solving method, teach within a specific

concern of students and help students to understand and handle problem. Higher-order thinking skills is the ideal classroom adviser because this teacher emphasized in learner centered teaching by Stemberg, R. (2021). Further, teacher with high-order thinking is very effective in handling issues, problem inside classroom learning area because of the wise decision.

Presented the Challenges During the In-Person Classes in District 1 of Lambayong specifically at Sigayan Integrated School

Table 2 discussed the item challenges encountered by teachers during in-person classes learning modality implemented after COVID19 pandemic revealed the thematic analysis resulted to a major challenge "Poor Reading Ability".

This challenges faced by the teachers were due to the following categorical issues, such teachers' technical difficulties, emotional stress, and reading skill. Poor reading ability is a major problem faced by teachers after the pandemic because of the loss of instructional time and direct contact to the learners. Based on the findings of data analysis, teachers' technical difficulties described by the respondents in this study that mostly teachers shared classroom because of the lack of classroom, teachers overload with teaching and non-teaching duties may also consider a difficulties that may contributed to poor reading ability of learners. Difficulties experience by the teachers according to Gundogmus, H.D (2019) teachers overload, lack of classroom and instructional materials contributed most to the poor reading ability among the learners and teacher can't perform task well to induced knowledge and idea to the students that may cause poor quality of education.

Emotional stress was another contributing factor to poor reading ability of the students revealed by the teachers' respondent. This emotional stress described by the researcher and respondents that parents are still hesitant to send their children to school after the pandemic crisis as a result of loss of information related to student learning and this may cause to poor reading ability of their children. Engagement to learn and resources were not the priority of the parent. Nachshon, O (2019) emotional challenges in children always associated with reading difficulties. Because of the fear to associated with a group of people or learners trigger the learners emotion to avoid participating in learning.

Poor Reading skill was identified factors contributed to the poor reading ability. Researcher and respondents described learners behavior always associated with reading difficulties because of the behavior avoiding participating reading inside classroom, omitting worlds while reading, poor comprehension and lack of awareness on decoding as well as phonological skills. Mohammed (2018) stated that various factors that lead to reading failure, including impoverished exposure to language and early literacy activities, lack of adequate instruction, and more biologically based risk factors. Further, Mohammed said that learners behavior was predominant factor contributing to low reading ability.

In item, most challenging situation as teacher of Sigayan Integrated school was the initiating of innovative teaching approach to resolved poor reading ability or quality educational outcomes. The researcher categorized that understanding learners and initiating best intervention is not an easy task of teacher because the teachers revealed by the respondents were responsible to know students well and identify what part of the student is very weak and strength as teacher based to formulate intervention to address the need of learners.

In item, how to overcome challenges in life as a teacher of Sigayan Integrated School based on the data analysis of researcher was to make a plan or learning continuity plan. The respondents and researcher agreed that teachers can overcome all challenges if plan was prepared. The teacher can do the task effectively when there is a positive mindset. Teachers with aiding traits and thinking that know you're not alone, and can think big as well as help others and asking help attitudes may easily overcome challenges in life as a teacher. Article (2021) stated that teacher needs to explore a few of the common categories, with some suggestions for overcoming them. Talk with colleagues, check on campus policies, brainstorming with students, and be creative. Further, the teachers need to address challenges with a sense of humour helps place the challenges in perspective. They are number of of ways that a teacher can promote good discipline in the classroom and able to overcome challenges, be fair, positive and consistence, provide a list of standards, get know your students and keep your classroom orderly.

4. MAJOR FINDINGS

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The study was conducted to investigate the teachers' concern about the in-person classes and what are the challenges of teachers during in-person modality in school. Specifically in Sigayan integrated School of Lambayong District I, Lambayong Sultan Kudarat. This study used a qualitative research design and a case study in nature. A semi-structure questionnaire was administered in this study which was used in the In-Depth Interview and Focus Group Discussion (FGD). The thematic analysis was applied to analyze the data gathered from the teachers' respondents.

The researcher found out that the teachers concerns about in-person classes at Sigayan Integrated School was the student's learning and development that were categorized into five such as in-conducive learning classroom, learner's attitude, teacher quality, parent participation, and loss of time. And In terms of how the class adviser issues manage by the classroom adviser revealed that credible teacher adviser was the most ideal and effective teacher traits, which was categorized into resilience teacher, stewardship and teacher with high-order thinking skills.

It was also found out that the challenges during the in-person class learning modality was poor reading ability and classified into three factors that causes such challenges such as teachers' technical difficulties, emotional stress, and reading skills of learners. The most challenging situation in the part of a teacher after this pandemic was the ability to initiate innovative teaching approach to eradicate poor reading ability in the school today. To overcome challenges in life as a teacher was to make a plan and teacher personality trait always positive mindset.

5. CONCLUSION

Based on the findings of the study; the researcher concluded that after the three years pandemic crisis, the major concern of teachers are student's learning and development. Further concluded that credible teacher is the best teacher adviser during in-person classes, a teacher can initiate innovative approach in teaching to eradicate poor reading ability as one of the challenges faced by the teacher. Finally, researcher concluded that teacher with positive mindset to initiate effective plan in teaching and able to overcome challenges in life at the time of crisis.

After a series of data analysis, the researcher recommended the following:

1. The school head may sustain the needs of teachers such as instructional materials as well as to initiate classroom conducive for learning.
2. The school head may limit the task of the teachers to avoid overload of duties that may affect students learning.
3. The school head may initiate separate classroom with subject teacher to organize themselves to implement innovative intervention to eradicate poor reading ability of the school.
4. The school head may send teachers in training related to the implementation of Information technology in teaching and to reading pedagogy in elementary level.
5. The regular teachers may require enrolling in graduate school for continuing professional growth.
6. Further study may be recommended by the researcher to re-conduct specifically on the variables that are not included in the study.

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