

Problems Encountered by Senior High School Teachers During In-Person Learning Modality

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Abstract

Implementing the K12 program in the Philippines introduced senior high school, bringing about significant changes in the education system, especially after the COVID-19 pandemic. This reform aimed to align the Philippine educational system with international standards, enhance the quality of education, and prepare students for higher education. This study investigated the challenges senior high school teachers face during in-person learning in a specific school in Victoria City for the academic year 2022-2023. Data needed by this descriptive study was collected from 72 teachers using a self-made questionnaire that has passed the rigorous test of validity and reliability. The following areas were considered to have many problems: workload, teaching and learning resources, training and support, curriculum implementation, and student attitude. The results showed a significant difference in workload when grouped according to sex. For track handling, student attitude has a significant difference, and for length of service, student attitude has a significant difference. There is a significant difference in track-handled student attitudes. For length of service, student attitude has a significant difference. The study's conclusion calls for targeted interventions like streamlining administrative tasks, specialized training programs, positive reinforcement initiatives, more funding for resources, mentorship programs, and professional development tailored to each age group. These are meant to ease teachers' workloads, make classrooms more collaborative, and improve senior high school education.

Keywords: Education, problems encountered, Senior High School, in-person learning modality

Bionote:

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Introduction

Nature of the Problem

The Department of Education has issued DepEd Order No. 034 s. 2022, aiming to transition all public and private schools to 5 in-person sessions by November 5, 2022, to optimize school days for instructional-relevant activities (DepEd, 2022). Supporting this transition, DepEd and the Department of Health Joint Memorandum Circular No. 001, s. 2022, emphasize four critical pillars for implementing face-to-face classes: safe operations, teaching, and learning, including for the most marginalized, and well-being and protection.

Educators have faced a multitude of obstacles, ranging from the integration of new subjects and teaching methodologies to navigating health and safety concerns amidst the pandemic. Santos et al. (2020) underscored issues such as limited student engagement, classroom management difficulties, and resource constraints, all amplified by the transition to blended learning modalities.

Despite government efforts, such as the issuance of DepEd Order No. 034 s. 2022 and Joint Memorandum Circular No. 001, s. 2022, aimed at facilitating the transition to in-person classes, criticism from groups like the Alliance of Concerned Teachers (ACT) persists. This criticism points to ongoing challenges, including excessive workloads, learning gaps, and recovery difficulties, and such critiques align with the World Health Organization's emphasis on the importance of maintaining a balanced workload for employee well-being (Yazon et al., 2019). Therefore, addressing these concerns becomes imperative for the successful implementation of in-person classes and ensuring the well-being of both educators and students.

Current State of Knowledge

In the exploration of challenges encountered in in-person classes, the finding of a study conducted by (Erat et al., 2017) is that when academics' workload grows, so do their obligations—an increased workload results from new administrative and individual tasks and their education and training responsibilities.

In teaching-learning resources, it was found that senior high school teachers encountered issues such as a shortage of instructional resources, insufficient teacher training, a poor grasp of curricular objectives, and limited time for class planning. Barcelo (2019) highlights that rapid changes in the curriculum pose challenges for students.

The findings of the study conducted by Wahyuningsih et al. (2021) revealed three major issues that teachers face when developing learning resources: 1) a lack of technical ability to use tools and devices to create digital learning resources; 2) a lack of strategy



for organizing learning materials to be applied to learning resources; and 3) a lack of skills in managing learning materials to be applied to digital learning resources.

Furthermore, Wilson et al. (2013) discussed the problems experienced by senior high school teachers in Ghana in implementing the national curriculum. The study discovered that teachers needed more preparation for the new curriculum and encountered problems adjusting to the new teaching techniques. Teachers overseeing curriculum implementation play a crucial role in establishing learning programs, executing learning, and assessing students' outcomes (Mufidah et al., 2021).

Lastly, Sarabia et al. (2020) investigated the problems senior high school instructors in the Philippines encounter in regulating student conduct. According to the report, instructors have challenges dealing with student misconduct, notably regarding classroom management, punishment, and contact with parents. In a study by Bleza et al. (2021), B senior high school teachers in the Philippines identified student motivation and engagement as critical factors affecting their teaching effectiveness.

Theoretical Underpinnings

This study is anchored on Erik Erikson's Psychosocial Theory. It provides a lens through which to understand the challenges encountered by teachers in their professional roles. According to Erikson, individuals progress through eight stages of psychosocial development, each marked by a unique conflict between personal needs and societal demands. For teachers, these conflicts manifest in various aspects of their work, such as adapting to new teaching methodologies, managing diverse classrooms, and addressing student needs. Successfully navigating these challenges is essential for their psychosocial development, as failure to do so may hinder their ability to effectively fulfill their professional responsibilities and impact their overall well-being. Erikson's theory suggests that individuals have the potential to address and resolve these conflicts at later stages of life if they are not successfully resolved at the expected time. Thus, this study explores how teachers draw upon their acquired virtues to overcome the psychosocial challenges inherent in their profession, contributing to a deeper understanding of their psychological and social development within the context of Erikson's theory.

Conceptual Framework

This study delves into the challenges faced by senior high school teachers during in-person learning and proposes an intervention plan based on these identified issues. It explores the interrelation of various factors such as age, sex, track handled, length of service, and family average monthly income, with specific attention to the impact on problems encountered by teachers, including workload, teaching and learning resources, training and support, curriculum implementation, and student attitude. The study categorizes the degree of problems encountered by teachers and examines how different demographics may influence these challenges. For instance, it investigates whether age groups, sex, track handled, length of service, and family income contribute to variations in the level of problems experienced. The research also evaluates the effectiveness of



interventions aimed at addressing these challenges, such as providing adequate teaching resources, training, and support tailored to teachers' needs, and addressing issues related to curriculum changes. Ultimately, the findings aim to inform targeted interventions to improve the overall teaching experience and student outcomes in senior high school settings.

Objectives

This study aimed to determine the degree of problems encountered by senior high school teachers during in-person classes in one of the schools in Negros Occidental for the School Year 2022-2023. Specifically, this aimed to determine the problems encountered by senior high school teachers during in-person classes in terms of workload, teaching and learning resources, training and support, curriculum implementation, and learner attitudes. It also aimed to determine the problems encountered by senior high school teachers during in-person classes in terms of workload, teaching and learning resources, training and support, curriculum implementation, and learner attitudes when taken as a whole and grouped according to variables. In addition, this study also aimed to determine if there is a significant difference in the problems encountered by senior high school teachers during in-person classes when categorized according to workload, teaching resources, training and support, curriculum implementation, and learner attitudes and grouped according to variables.

Methodology

This section describes the research design, the study respondents, the instrument's validity and reliability, the procedure for data analysis, and the statistical tools used.

Research Design

This study employed a descriptive research design to determine the problems senior high school teachers encountered during the in-person learning modality. Descriptive research design, says Siedlecki (2020), is a strategic study that precisely and methodically explains, observes, or validates elements of groups gathered through quantifiable data, such as the connection between variables in their natural condition. Furthermore, this study also utilized a comparative research design.

Respondents

The study gathered data from seventy-two senior high school teachers who had been officially employed before or on the resumption of face-to-face classes in August 2022.



Procedures

Data Gathering Instrument

The instrument's validity was accomplished by face and content validation, which was done by presenting the instrument and interviewing a jury of experts. The instrument's validity was established using the assessment criteria established by Carter V. Good and Douglas E. Scates. The validity index resulted in 4.96, interpreted as "excellent"; thus, the instrument was valid.

Furthermore, To determine the instrument's reliability, a dry run test was conducted on 30 senior high school teachers in one of the secondary high schools in a school division in Negros Occidental. The reliability index was 0.755, interpreted as "Acceptable," making the instrument reliable.

Data Collection

The researcher obtained permission from the Schools Division Superintendent to distribute questionnaires to target respondents. They explained the study's purpose and significance, obtained explicit consent, and maintained strict adherence to health standard protocols, prioritizing the researcher's and respondents' well-being and safety.

Data Analysis/Statistical Treatment

The study utilized Statistical Package for Social Sciences (SPSS) software to analyze the data retrieved from respondents' questionnaires in accordance with the research objectives outlined. This study utilized a descriptive-analytical scheme and mean as a statistical tool to identify problems encountered across various areas such as workload, teaching and learning resources, training and support, curriculum implementation, and learner attitudes. This study also utilized a descriptive analytical scheme and mean as a statistical tool for analysis, extending the examination of problems encountered by teachers and assessing significant differences in these challenges when grouped according to specific variables. The interpretation of the Mean score includes: Very High Degree (4.50-5.00), High Degree (3.50-4.49), Moderate Degree (2.50-3.49), Low Degree (1.50-2.49), Very Low Degree (1.00-1.49). Additionally, this study employed a comparative analytical scheme and Mann-Whitney U test as a statistical tool to determine significant differences, interpreting computed p-values with a guide that considered values less than or equal to 0.05 as indicative of meaningful disparities between groups.

Ethical Considerations

In response to heightened societal expectations for accountability, the spotlight on ethical conduct in personal, professional, and research activities has broadened significantly. The imperative to secure ethical approval before collecting data from human participants has become paramount, preventing any breach of institutional codes



of conduct, especially in educational settings, and underscoring adherence to Human Research Ethics regulations. The fundamental principle of respecting participants' autonomy is upheld through practices such as complete disclosure of study details, ensuring voluntary participation, and affirming the explicit right to refuse without facing the consequences.

At the core of ethical human subjects research stands the principle of informed consent, a cornerstone that requires ongoing evaluation and adaptation to align with evolving ethical standards. This meticulous process ensures participants' thorough comprehension and conscious choice, a commitment reflected in our study through the comprehensive provision of information and the voluntary nature of consent. Upholding ethical standards further involves committing to conducting "minimum risk" research while safeguarding confidentiality and anonymity. These unwavering commitments underscore the research's dedication to upholding participants' rights and well-being, fostering transparency and accountability throughout the research endeavor.

Results and Discussion

The data gathered were further treated, presented, analyzed, and interpreted to focus on the specific problem of the study. It presents the study's findings through statistical tools and treatment of descriptive and inferential data.

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality

The analysis reveals that senior high school teachers encountered a high degree of problems across various areas during the in-person learning modality, as seen in Table 1. Specifically, in terms of workload, teaching and learning resources, training and support, curriculum implementation, and Student Attitudes, teachers reported facing significant challenges.

The mean scores for each area indicate that workload was perceived as the most significant challenge, with a mean score of 3.93, followed closely by teaching and learning resources, training and support, curriculum implementation, and Student Attitudes, all scoring above 3.5. These findings suggest that workload management, resource availability, training and support systems, curriculum execution, and student engagement are critical areas requiring attention and intervention to improve the teaching and learning experience.

When considering all areas collectively, the overall mean score of 3.62 reflects a high degree of problems senior high school teachers encounter during the in-person learning modality. This comprehensive assessment underscores the multifaceted nature of the challenges faced by educators and emphasizes the urgency of implementing targeted interventions to address these issues effectively.



The challenges identified in this study regarding managing large classes and extensive administrative duties resonate with observations made by the National Education Association (NEA, 2018). Both studies acknowledge the heightened workload experienced by teachers, leading to stress and burnout, emphasizing the global need for supportive strategies and mechanisms. Additionally, parallels can be drawn with a study led by Grace et al. (2016) highlighted similar challenges, such as large class sizes and administrative burdens. These shared findings underscore the universality of issues faced by high school teachers and emphasize the urgency of implementing comprehensive measures to alleviate administrative burdens, allowing educators worldwide to focus more on effective teaching and student engagement (Pacadol, 2018).

Furthermore, the results of this study align with observations made by Reimers (2021); the pandemic has underscored the need for schools and teachers to reassess students' knowledge, adapt curriculums, and provide personalized support, highlighting challenges faced by senior high school teachers in developing and utilizing teaching resources, emphasizing the need for flexible educational strategies. Moreover, insights from Christenbury (2022) regarding good teaching practices, adapting approaches to student needs, and resource availability correlate directly with the challenges highlighted in this study, emphasizing the dynamic nature of teaching and the necessity for educators to adjust methods to address evolving student needs and navigate resource-related challenges effectively.

Table 1

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Workload, Teaching and Learning Resources, Training And Support, Curriculum Implementation, Student Attitude

Areas	Mean	Interpretation
Workload	3.93	High Degree
Teaching and Learning Resources	3.61	High Degree
Training and Support	3.47	High Degree
Curriculum Implementation	3.52	High Degree
Student Attitude	3.55	High Degree
As a Whole	3.62	High Degree

Degree of Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Age

Table 2 presents an insightful comparison of the degree of problems senior high school teachers encounter during in-person learning, categorized into different areas and grouped according to age. For younger teachers, the mean scores indicate a higher degree of problems across all areas compared to their older counterparts. Specifically, younger teachers reported mean scores of 4.11 for workload, 3.76 for teaching and learning resources, 3.71 for training and support, 3.74 for curriculum implementation, and 3.77 for Student Attitude, all reflecting high challenges. Conversely, older teachers, while still facing notable difficulties, displayed slightly lower mean scores across these areas, with



mean scores of 3.74 for workload, 3.45 for teaching and learning resources, 3.20 for training and support, 3.27 for curriculum implementation, and 3.30 for Student Attitude, reflecting a moderate degree of challenges.

However, when taken as a whole, both younger and older teachers still encounter a high degree of problems, with mean scores of 3.93 and 3.61, respectively. This indicates that senior high school teachers experience significant challenges in various aspects of in-person learning regardless of age. The discrepancies in mean scores between younger and older teachers suggest potential age-related differences in the severity of problems encountered, with younger teachers generally facing more pronounced challenges. These findings underscore the need for targeted interventions and support mechanisms tailored to address the unique needs and challenges experienced by senior high school teachers of different age groups during in-person learning. The study's findings align with existing literature, shedding light on the challenges senior high school teachers face during in-person learning and emphasizing the need for targeted interventions and support mechanisms.

When taken as a whole, senior high school teachers encounter a high degree of problems during the in-person learning modality, with an overall mean score of 3.62. This collective assessment reflects the problems encountered across various areas, with workload scoring the highest mean at 3.93, followed closely by teaching and learning resources at 3.61, training and support at 3.47, curriculum implementation at 3.52, and Student Attitude at 3.55. These scores indicate a consistent pattern of significant difficulty experienced by teachers across multiple dimensions of their professional practice, necessitating comprehensive interventions and support mechanisms to address the systemic challenges and improve the overall quality of education delivery.

The high mean score for workload among senior high school teachers indicates a complex set of challenges they face, including administrative burdens, the necessity for meticulous lesson planning across diverse subjects, adaptation to individual student needs, involvement in extracurricular activities, extensive grading and feedback requirements, and ongoing professional development obligations. This workload reflects the multifaceted nature of teaching in senior high schools, where educators must navigate a myriad of responsibilities while striving to deliver quality education to their students. Addressing workload concerns necessitates systemic interventions aimed at reducing administrative tasks, providing support for lesson planning and assessment, fostering a collaborative work environment, and promoting teacher well-being, ultimately enhancing the overall quality of education delivery.

Recommendations by Tang (2022) regarding workload challenges resonate with observed problems in managing large classes, as highlighted in the study. Grace & Oluwatoyin (2016) also assert the detrimental effects of larger class sizes on learners and instructors, supporting the urgency of mitigating workload challenges for the well-being of both teachers and students. Additionally, Hanimoğlu's (2018) emphasis on innovative resources aligns with the study's findings, particularly regarding the importance of involving teachers in implementation stages for enhanced student learning. Geoffrey's



work (2021) underscores the importance of addressing age-specific challenges through targeted training and support, aligning with the study's observations on the difficulties faced by both younger and older teachers.

Moreover, challenges in training and support during in-person learning, as highlighted in the study, align with Hanimoğlu's (2018) recommendation for inclusive planning in technology integration and global challenges noted by Development Asia (2019). Fiscal constraints in curriculum implementation resonate with broader educational research, emphasizing the need to address resource constraints for successful curriculum execution. Additionally, the problems in managing Student Attitudes align with the broader literature on educational challenges, emphasizing the significance of addressing behavioral issues in the classroom and fostering positive teacher-student relationships, as noted by Nazara and Febriana (2016). These insights underscore the necessity for targeted interventions and support mechanisms tailored to address the multifaceted challenges senior high school teachers face during in-person learning.

Table 2

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Workload, Teaching and Learning Resources, Training and Support, Curriculum Implementation, and Student Attitude when Grouped by Age

Areas	Younger		Older		As a whole	
	mean	Interpretation	mean	interpretation	mean	interpretation
Workload	4.11	High Degree	3.74	High Degree	3.93	High Degree
Teaching and Learning Resources	3.76	High Degree	3.45	Moderate Degree	3.61	High Degree
Training and Support	3.71	High Degree	3.20	Moderate Degree	3.46	High Degree
Curriculum Implementation	3.74	High Degree	3.27	Moderate Degree	3.51	High Degree
Student Attitude	3.77	High Degree	3.30	Moderate Degree	3.54	High Degree
As a Whole	3.82	High Degree	3.39	Moderate Degree	3.61	High Degree

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Sex

Table 3 illustrates the degree of problems senior high school teachers encounter during in-person learning, categorized into different areas and grouped according to sex. Overall, male and female teachers face significant challenges, with the mean scores indicating a high degree of problems across various aspects of in-person learning. When examining specific areas, male teachers reported mean scores of 4.11 for workload, 3.72 for teaching and learning resources, 3.67 for training and support, 3.62 for curriculum implementation, and 3.70 for Student Attitude, all reflecting a high degree of challenges. Similarly, female teachers also encountered notable difficulties, with mean scores of 3.82 for workload, 3.54 for teaching and learning resources, 3.34 for training and support, 3.45 for curriculum implementation, and 3.46 for Student Attitude, indicating a combination of high and moderate degrees of challenges across different areas.



Overall, male and female teachers still encounter a high degree of problems, with mean scores of 3.76 and 3.52, respectively. However, it is worth noting that male teachers generally reported slightly higher mean scores across most areas than female teachers, suggesting potentially more pronounced challenges for male educators. Despite this, both sexes face significant challenges in workload, teaching and learning resources, training and support, curriculum implementation, and Student Attitude during in-person learning, underscoring the universal nature of these issues within the educational setting. These findings emphasize the importance of implementing targeted interventions and support mechanisms to address the diverse needs and challenges experienced by senior high school teachers of different sexes during in-person learning.

The study's findings resonate with the global challenges senior high school teachers encounter, particularly amidst in-person learning environments. The Department of Education (DepEd) in the Philippines echoes these challenges, revealing significant burdens both male and female teachers face due to factors like large class sizes and inadequate resources. Masoom's (2021) emphasis on the adverse health impacts of tight job schedules further underscores the need to address teacher workload challenges, while specific challenges faced by female teachers, such as excessive non-teaching tasks, find support in the University of Sydney's study in Australia. These findings highlight the pressing need for supportive measures and interventions to alleviate teacher strain and promote a healthier teaching environment.

Moreover, the identified challenges align with principles emphasized by Geoffrey (2021) and Christenbury (2022) regarding effective teaching practices. Geoffrey's recommendation to assess students' prior knowledge and integrate relevant information resonates with reported challenges in developing resources to support students' existing knowledge. Similarly, Christenbury's perspective on adaptive teaching approaches aligns with the need for tailored interventions and professional development opportunities to address diverse challenges in creating teaching and learning resources. This underscores the dynamic nature of effective teaching practices, XXXequiringg adaptation to specific student needs and resource availability.

Furthermore, the challenges in training and support during in-person learning align with Hanımoğlu's (2018) recommendations, suggesting the hiring of full-time technology directors to support successful innovations in high schools. The high degree of need for training and support identified in the current study corresponds with the necessity for comprehensive support for a smoother transition to in-person learning modes, particularly with technology integration. Similarly, the study aligns with Wang et al.'s (2015) findings on challenges in adjusting to new curricular requirements, highlighting the importance of targeted support and training to effectively implement curriculum changes. Lastly, the study's alignment with Nazara and Febriana (2016) and Solas (2022) underscores consistent challenges faced by teachers in managing student attitudes and misconduct during traditional classroom settings, emphasizing the importance of understanding and addressing student behavior.



Table 3

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Workload, Teaching and Learning Resources, Training and Support, Curriculum Implementation, and Student Attitude when grouped according to Sex

Areas	Male		Female		As a whole	
	Mean <i>n</i>	Interpretation	mean	Interpretation	mean	Interpretation <i>n</i>
Workload	4.11	High Degree	3.82	High Degree	3.97	High Degree
Teaching and Learning Resources	3.72	High Degree	3.54	High Degree	3.63	High Degree
Training and Support	3.67	High Degree	3.34	Moderate Degree	3.51	High Degree
Curriculum Implementation	3.62	High Degree	3.45	Moderate Degree	3.54	High Degree
Student Attitude	3.70	High Degree	3.46	Moderate Degree	3.58	High Degree
As a Whole	3.76	High Degree	3.52	Moderate Degree	3.64	High Degree

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Track Handled

Table 4 illustrates the degree of problems encountered by senior high school teachers during in-person learning, categorized by the track handled. Overall, both academic and non-academic tracks face a high degree of challenges across various areas. In terms of workload, teachers in both tracks report a high degree of difficulty, with mean scores of 3.87 and 4.04, respectively. Similarly, challenges related to teaching and learning resources are high for both tracks, with mean scores of 3.52 and 3.76. Regarding training and support, while teachers in the academic track face a moderate degree of challenges (mean = 3.27), those in the non-academic track report a high degree (mean = 3.74).

Curriculum implementation poses moderate challenges for both tracks, with mean scores of 3.39 for the academic track and 3.72 for the non-academic track. However, there is a notable difference in Student Attitude, with teachers in the academic track reporting a moderate degree of challenges (mean = 3.28) compared to those in the non-academic track, who face a high degree of difficulty (mean = 3.97). Overall, when considering all areas collectively, both tracks encounter a moderate degree of problems, with mean scores of 3.47 for the academic track and 3.85 for the non-academic track. However, it's essential to note that challenges related to workload and teaching and learning resources remain high for both tracks, indicating areas that require significant attention and intervention.



The findings resonate with Pacaol's (2021) research, highlighting the significant challenges teachers face in non-teaching responsibilities, such as paperwork and data entry, impacting both academic and non-academic track educators. This shared experience emphasizes the urgency for comprehensive interventions to alleviate the time-consuming nature of these duties, allowing teachers to focus more on essential teaching activities. The study supports Christenbury's (2022) notion of adaptable teaching approaches tailored to student needs and contextual factors, as well as Bada and Olusegun's (2015) perspective on aligning teaching resources with students' existing knowledge for effective learning experiences. Recommendations from Mufidah et al. (2021) and Li et al. (2018) underscore the importance of ongoing professional development for teachers, particularly through tailored training programs addressing specific needs like technology integration, echoing the challenges identified in both academic and non-academic tracks during in-person learning. Lumadi's (2014) findings on time management challenges for academic track teachers and the significance of budgetary constraints in curriculum implementation align with the need for systematic addressing of challenges and adequate financial support within the educational system. Furthermore, parallels with the NCES (2018) and Nazara and Febriana's (2016) emphasis on student misconduct and the importance of face-to-face teaching in fostering dynamic interactions underscore the necessity for tailored strategies to navigate challenges in Student Attitudes and create a positive learning environment.

Table 4

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Workload, Teaching and Learning Resources, Training And Support, Curriculum Implementation, and Student Attitude when grouped according to the Track Handled

Areas	Academic		Non – Academic		As a whole	
	Mean	Interpretation	mean	Interpretation	mean	Interpretation
Workload	3.87	High Degree	4.04	High Degree	3.96	High Degree
Teaching and Learning Resources	3.52	High Degree	3.76	High Degree	3.64	High Degree
Training and Support	3.27	Moderate Degree	3.74	High Degree	3.51	High Degree
Curriculum Implementation	3.39	Moderate Degree	3.72	Moderate Degree	3.56	High Degree
Student Attitude	3.28	Moderate Degree	3.97	Moderate Degree	3.63	High Degree
As a Whole	3.47	Moderate Degree	3.85	Moderate Degree	3.66	High Degree

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Length of Stay



Table 5 provides a comprehensive overview of the challenges faced by senior high school teachers during in-person learning, categorized by their length of stay in the profession. The mean scores reveal significant insights into the perceived difficulties across various areas, highlighting nuanced differences between teachers with shorter and longer tenures. Overall, teachers with shorter lengths of stay consistently reported higher mean scores across all domains, indicating a heightened degree of challenges compared to their more experienced counterparts. For instance, in workload management, teachers with shorter tenures reported a mean score of 4.04, signifying a high degree of challenge, while those with longer tenures reported a slightly lower mean score of 3.78. Similarly, in areas such as teaching and learning resources and Student Attitudes, teachers with shorter tenures consistently reported higher mean scores, indicating more pronounced challenges compared to their counterparts with longer tenures.

Furthermore, the data suggests that training and support present significant challenges for teachers, particularly those with shorter lengths of stay. While both groups encounter obstacles in this domain, teachers with shorter tenures reported a higher mean score of 3.60, indicating a high degree of challenge, compared to their counterparts with longer tenures, who reported a mean score of 3.28, signifying a moderate degree of challenge. This highlights the critical need for tailored support mechanisms and professional development opportunities targeted at teachers in the early stages of their careers to address their specific needs effectively. Overall, the findings underscore the importance of recognizing and addressing the distinct challenges faced by senior high school teachers based on their length of stay in the profession, facilitating the development of targeted interventions and support strategies to enhance their professional well-being and effectiveness in the classroom.

Table 5

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Workload, Teaching and Learning Resources, Training And Support, Curriculum Implementation, and Student Attitude when grouped according to the Length of Service

Areas	Shorter		Longer		As a whole	
	Mean	Interpretation	mean	Interpretation	mean	interpretation
	n	n			n	
Workload	4.04	High Degree	3.78	High Degree	3.91	High Degree
Teaching and Learning Resources	3.69	High Degree	3.49	High Degree	3.59	High Degree
Training and Support	3.60	High Degree	3.28	Moderate Degree	3.44	High Degree
Curriculum Implementation	3.55	High Degree	3.47	Moderate Degree	3.51	High Degree
Student Attitude	3.73	High Degree	3.29	Moderate Degree	3.51	High Degree
As a Whole	3.72	High Degree	3.46	High Degree	3.59	High Degree



Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Family Income

Table 6 illustrates the degree of problems encountered by senior high school teachers during in-person learning, categorized based on the average family income of the teachers. The mean scores provide valuable insights into the perceived challenges across various areas, highlighting potential differences between teachers from households with lower and higher average family incomes. Overall, teachers from households with lower average family incomes consistently reported higher mean scores across all domains, indicating a heightened degree of challenges compared to their counterparts from households with higher average family incomes. For instance, in workload management, teachers from households with lower average family incomes reported a mean score of 4.03, reflecting a high degree of challenge. In comparison, those from households with higher average family incomes reported a slightly lower mean score of 3.75. Similarly, in areas such as teaching and learning resources and Student Attitudes, teachers from households with lower average family incomes consistently reported higher mean scores, indicating more pronounced challenges than their counterparts from households with higher average family incomes.

Moreover, the data highlights significant challenges in training and support for teachers from households with lower average family incomes. While both groups face obstacles in this domain, teachers from households with lower average family incomes reported a higher mean score of 3.52, indicating a high degree of challenge, compared to their counterparts from households with higher average family incomes, who reported a mean score of 3.37, signifying a moderate degree of challenge. This underscores the critical need for targeted support mechanisms and professional development opportunities tailored to the specific needs of teachers from economically disadvantaged backgrounds. The findings emphasize the importance of recognizing and addressing the distinct challenges faced by senior high school teachers based on the average family income of their households, facilitating the development of effective interventions and support strategies to enhance their professional well-being and effectiveness in the classroom.

The study's findings, in line with the research conducted by the University of Sydney in Australia (Riley et al., 2018), senior high school teachers face significant challenges in workload, classroom management, and curriculum implementation, leading to increased stress and reduced effectiveness in delivering quality education. The results emphasize the importance of involving teachers in decision-making processes and providing ongoing support and training, as Hanımoğlu (2018) recommended, to address evolving student needs and educational contexts. Furthermore, the study aligns with the findings of Mufidah et al. (2021) and Bacus and Alda (2022), emphasizing the significance of sufficient budgetary allocation for effective curriculum implementation and fostering positive teacher-student interactions for creating conducive learning environments. The study's insights underscore the need for comprehensive interventions and support mechanisms to address the multifaceted challenges senior high school



teachers face globally, promoting their professional well-being and enhancing student learning experiences.

Table 6

Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Workload, Teaching and Learning Resources, Training And Support, Curriculum Implementation, and Student Attitude when grouped according to Family Income

Areas	Lower		Higher		As a whole	
	Mean	Interpretation	mean	Interpretation	mean	interpretation
Workload	4.03	High Degree	3.75	High Degree	3.89	High Degree
Teaching and Learning Resources	3.74	High Degree	3.38	High Degree	3.56	High Degree
Training and Support	3.52	High Degree	3.37	Moderate Degree	3.45	High Degree
Curriculum Implementation	3.57	High Degree	3.42	Moderate Degree	3.50	High Degree
Student Attitude	3.60	High Degree	3.46	Moderate Degree	3.53	High Degree
As a Whole	3.69	High Degree	3.48	High Degree	3.58	High Degree

Comparative Analysis in the Problems Encountered by Senior High School Teachers during the In-Person Learning Modality

The comparative analysis of the degree of problems encountered by senior high school teachers during in-person learning across different variables reveals varying levels of significance and associations. Regarding age groups, the analysis indicates that the workload experienced by teachers does not significantly differ between younger and older age groups, with a p-value of 0.121, indicating no significant association. Similarly, for teaching and learning resources, curriculum implementation, and student attitude, no significant differences were observed based on age. For age, Training and support is significant with p-value 0.044. Regarding sex, the analysis shows a significant differences in the workload, teaching and learning resources, curriculum implementation, and Student Attitude between male and female teachers, as indicated by p-values greater than 0.05. Additionally, there is no significant difference in the training and support received by male and female teachers, with a p - value of 0.093.

The comparative analysis unveils significant discrepancies between male and female teachers in workload, teaching and learning resources, curriculum implementation, and student attitude, suggesting potential gender-based disparities in their experiences within the educational milieu. The noteworthy difference in workload implies that female teachers might bear a disproportionate administrative burden compared to male counterparts, necessitating measures to ensure equitable workload



distribution. Additionally, the variations in teaching resources, curriculum implementation, and student attitude underscore potential challenges faced by female teachers in accessing resources, implementing curriculum effectively, and managing classroom dynamics. Addressing these disparities calls for targeted interventions aimed at promoting gender equity in education and fostering inclusive teaching environments. Conversely, while age significantly influences the level of training and support received by teachers, it does not significantly impact other aspects of their professional experiences, emphasizing the need for equitable access to professional development opportunities across age groups to enhance teacher effectiveness.

When considering the track handled by teachers, the analysis indicates significant differences in training and support, with a p-value of 0.019, suggesting that the type of track (academic or non-academic) may impact the level of support received by teachers. However, significant differences were observed in workload, teaching and learning resources, curriculum implementation, or Student Attitude based on the track handled. Regarding the length of service, the analysis shows significant differences in the workload, teaching and learning resources, curriculum implementation, or Student Attitude between teachers with shorter and longer lengths of service. However, there is no significant difference in the training and support received by teachers based on their length of service, with a p-value of 0.114. Finally, concerning the average family monthly income, the analysis indicates no significant differences in the workload, teaching and learning resources, training and support, curriculum implementation, or Student Attitude based on income level. The findings align with Sarabia and Collantes (2020), highlighting the link between work-related stress, teaching performance, and gender, with female teachers showing better results, highlighting the need for genderspecific support mechanisms.

The significant difference in training and support based on the type of track handled by teachers suggests that academic and non-academic tracks may have distinct professional development needs, necessitating tailored support mechanisms to address these differences effectively. Teachers handling different tracks may require specific training programs or resources to enhance their teaching skills and instructional practices within their respective domains. For instance, teachers in academic tracks may benefit from training focused on subject-specific pedagogy or curriculum development, while those in non-academic tracks may require support in areas such as vocational education or specialized instructional techniques. Implementing track-specific professional development initiatives can help ensure that teachers receive targeted support aligned with the unique demands of their teaching contexts, ultimately enhancing their effectiveness and job satisfaction.

Similarly, insights from Cajucom et. al (2022) advocate for substantial support from school administrators through seminars, training, and resource creation to aid teachers in adapting to new educational systems. Moreover, Krille (2017) highlights the lower participation of younger teachers in professional development programs compared to more experienced educators, emphasizing the importance of experience in effective



teaching, a sentiment supported by Bonney et al. (2015), who stress the value of experienced teachers in fostering better academic achievement. Additionally, Onyekuru and Ibegbunam (2013) underscore the positive impact of teaching experience on teachers' attitudes, relationships, classroom management, and decision-making skills.

Furthermore, Tang & Hu (2022) highlight students' expectations of teachers as father figures, highlighting the emotional reactions they experience when their expectations are not met. It emphasizes the importance of recognizing gender differences in teaching performance, providing tailored support for teacher development, and understanding students' expectations for effective learning environments.

Table 7

Comparative Analysis of the Problems Encountered by Senior High School Teachers during the In-Person Learning Modality according to Workload, Teaching And Learning Resources, Training And Support, Curriculum Implementation, Student Attitude when Grouped according to Age, Sex, Track Handled, Length of Service, and Family Income

	Age		Sex		Track Handled		Length of Stay		Average family Income						
	<i>p – value</i>	<i>sig. level</i>	<i>inter preta tion</i>	<i>p – value</i>	<i>sig. level</i>	<i>inte rpre tati on</i>	<i>p – value</i>	<i>sig. level</i>	<i>inter preta tion</i>	<i>p – valu e</i>	<i>sig. level</i>	<i>interp retati on</i>	<i>p – value</i>	<i>sig. Level</i>	<i>inter preta tion</i>
Workload	0.121		Not Significant	0.036		Signifi cant	0.324		Not Significant	0.169		Not Significant	0.426		Not Sign ifica nt
Teaching and Learning Resources	0.229		Not Signi ficant	0.193		Not Sig nifi cant	0.141		Not Signi ficant	0.195		Not Signi ficant	0.322		Not Sign ifica nt
Training and Support	0.044	0.05	Signi ficant	0.093	0.05	Not Sig nifi cant	0.019	0.05	Signi ficant	0.114	0.05	Not Signi ficant	0.785	0.05	Not Sign ifica nt
Curriculum Implementation	0.096		Not Signi ficant	0.303		Not Sig nifi cant	0.107		Not Signi ficant	0.621		Not Signi ficant	0.845		Not Sign ifica nt
Student Attitude	0.064		Not Signi ficant	0.357		Not Sig nifi cant	0.006		Signi ficant	0.047		Signi ficant	0.808		Not Sign ifica nt

Conclusion

The study reveals that senior high school teachers encounter significant challenges during in-person learning, particularly in workload management, teaching and learning resources, curriculum implementation, and Student Attitudes. These challenges include excessive workload, non-teaching tasks, inadequate teaching resources, insufficient training in technology usage, time constraints for curriculum preparation, and negative student attitudes. The study underscores the need for targeted interventions to address these issues comprehensively. Recommendations include streamlining administrative tasks, developing specialized training programs for different academic tracks, implementing positive reinforcement programs for student behavior, advocating



for increased funding for educational resources, initiating mentorship programs for new teachers, and integrating age-specific professional development initiatives into regular training schedules. These recommendations aim to alleviate workload burdens, enhance teaching effectiveness, and create a more conducive learning environment, emphasizing collaboration between educational stakeholders to drive sustainable improvements in senior high school education.

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