

Difficulties of Teachers During the Transition to Face-to-Face Classes

Antonette C. Talledo, MAED¹ and Jenelyn T. Daulong, PhD²

¹STI West Negros University

²Department of Education

Talisay City, Negros Occidental

¹antonette.talledo@deped.gov.ph

²jenelyn.daulong@deped.gov.ph

Abstract

The transition from remote learning to face-to-face classes has presented many challenges for teachers worldwide. In this context, this study aims to determine the level of difficulties teachers experience during the transition to face-to-face classes in highly urbanized schools in Central Philippines School Year 2022-2023. The data needed for this descriptive study was collected from 96 junior high school teachers using a researcher-made questionnaire that passed the duly validated and reliability test. The statistical tools used were frequency count, percentage distribution, mean, and Mann-Whitney U Test. The level of difficulty of teachers during the transition to face-to-face classes, according to parent-teacher partnership and classroom management is moderate in difficulty. Whereas, instructional delivery, utilization of instructional tools, and learning assessment are low. When grouped according to profile variables, no significant difference was shown in the level of difficulties of teachers, particularly in three study domains: parent-teacher partnership, classroom management, and utilization of instructional tools. However, there was a significant difference between the study variable of highest educational attainment in instructional delivery and average family monthly income in the learning assessment. The study results call for an intervention plan and additional training programs to support teachers during the significant shift in the teaching modalities.

Keywords: Education, difficulty, transition, teachers, Negros Occidental, Philippines

Bio-profiles:

Antonette C. Talledo holds a licensed degree in Psychometrician and a degree in MAED major in Supervision and Management and serves as Teacher 1 at Rafael B. Lacson Memorial High School. Her research interest focuses on teachers' difficulties in the education setting through professional development and innovative teaching practices.

Jenelyn T. Daulong earned her doctorate degree in educational leadership. She currently serves as Principal at Concepcion Elementary School in Talisay District 3. Her research interests include leadership and management, and she mentors thesis writers.



Introduction

Nature of the Problem

Education plays a pivotal role in shaping the lives of students. Teachers are at the heart of this transformative process and are essential in delivering quality education. In the Philippines, the Department of Education (DepEd) implemented various distance learning modalities to ensure the continuity of education, otherwise called “Learning in the New Normal,” in light of the COVID-19 public health emergency that started in March 2020. Hence, the adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 proposed blended/distance learning through printed or digital modules to be delivered at homes, online learning through the DepEd Commons, and television or radio-based (Enclosure No. 1 to DepEd Order No. 007, s. 2020). Adjustments were also made to the curriculum (MELCs), and health protocols were implemented to support Filipinos, from disseminating information to aiding in recovery. School division offices also directed school heads to ensure the implementation of health protocols in their respective schools and to provide programs focused on the psychosocial wellness of students.

Under Department of Education Order No. 34, s. 2022, schools in the Philippines opened their doors to incoming and returning students to attend in-person classes, starting on August 22, 2022. This was to urgently address the worsening ‘learning loss’ that the country is suffering brought by the pandemic. Progressive groups such as the Alliance of Concerned Teachers and the National Union of Students of the Philippines supported that move earlier (Rappler, 2021). Hence, explorations of teachers' difficulty regarding the preparations and challenges in reopening classes after the COVID-19 closures need to unravel. Likewise, the implications brought by these changes must also be assessed.

Current State of Knowledge

The pandemic has raised several teacher challenges, such as managing student attendance and participation. The traditional classroom setup drastically shifted into a virtual classroom during the pandemic to accommodate learners at home. Rouse and O’Brien (2017) pointed out that parents and teachers are equal partners in every aspect of the children’s learning, advocating for a collaborative partnership. A qualitative study by Pascual (2021) in Laguna, Philippines, assessed the Parent-Teacher collaboration during the pandemic where modular distance learning was implemented. Findings indicate that teachers encourage parents to collaborate by setting a schedule to personally interview the parents to discuss the learner’s progress and difficulties.

Classroom management encompasses teachers' various skills and techniques to ensure that their classrooms operate smoothly and without student disruptions (Mulvahill, 2018). A study conducted by Gülmez and Ordu (2022) revealed that both teachers and students experienced many changes after the transition to face-to-face education, including changes in cognitive, motivation, and concentration problems, social and discipline changes, and psychomotor changes. In the post-pandemic setup, Tye (2023) highlighted family engagement, teachers’ perceptions based on their experiences in classrooms, and innovative ways to support the engagement of parents in the future. Findings of the summary literature revealed that in some districts, reduced visitor restrictions brought relief and greater family involvement in school



activities. Conversely, other schools have tightened restrictions, increasing tension in parent-teacher partnerships.

In addition, DepEd strongly mandated prioritizing learning recovery initiatives in the return of the in-person classes, particularly for those struggling to learn literacy and numeracy. Thus, teachers focus their efforts on classroom-based activities as teaching interventions. Instructional delivery is the action done by teachers by building existing knowledge, crafting differentiated instructions, and integrating technology into their lessons. The primary aim is to equip educators with the skills and expertise to instruct students effectively. Specifically, it is how teachers effectively convey content knowledge to their students (Stronge, 2018). A local study by Ondras and Alvero (2023) cited several post-pandemic challenges in addressing the learning gap caused by the pandemic. Elementary teachers indicated they needed help with overlapping paperwork or tasks while addressing their students' learning gaps. Complicating this task were the urgent reports, urgent meetings, and classroom observations, which hampered their time in conducting remedial sessions. Another challenge mentioned in the study is the complexity of the learning needs. Struggling students were also observed to have difficulty recognizing consonant-vowel-consonant (CVC) words, which is essential for teachers to move from basic reading skills. This strain is particularly felt as educators strive to support struggling students who fall behind during the distance modality.

Using instructional tools makes the lessons more captivating and interactive, affecting students' good performance (Awolaju, 2016) such as information graphics, video lessons, or webinars, including modules to use to assist teachers in delivering lessons at home and even after the pandemic. Clores et al. (2023) revealed that one of the difficulties teachers encountered during the transition period was the lack of support from the district, wherein teachers in the intermediate grades lacked training in content and pedagogy as they sought to acquire effective teaching strategies to meet the demands of 21st-century learners. Despite teachers seeking innovative educational tools to supplement their teaching while adapting to the transition, there has yet to be a significant improvement in their student's academic performance. Such a case is shown in a study conducted by Agayon et al. (2022) about the teachers' challenges and coping mechanisms in the new normal, which showed evident difficulties in their teaching. Teachers struggle to transfer quality learning to their students.

From a teacher's perspective, assessment of learning could be as simple as observing class discussions, asking questions, and reviewing students' work progress (Earl & Katz, 2006). Teachers also had difficulty validating their students' performance because it seemed they were not fully committed to doing their tasks at home. One piece of evidence of this is that parents answer their modules. Anzaldo (2021) supported this earlier by mentioning that parents tend to pamper their children and do their tasks as their own. Students tend to be distracted and not mindful of their tasks since they are used to having modules to work on their own without much supervision from the family.

Theoretical Underpinnings

This study is anchored on theories of difficulty (Perkins, 2007), which focuses on the teacher's viewpoint in spotting trouble spots in a particular area of instruction. Educators' responses to recurrent student difficulties may be inadequate in everyday teaching. One common approach is to attribute these weaknesses to the learners and continue using the same



instructional methods. Otherwise, it is to intensify the teaching efforts in response to specific challenges such as those encountered during the pandemic. Eventually, school administrators, experienced teachers, and educational researchers might develop what is called "Theories of Difficulty". A key aspect of the art of teaching is developing informal concepts of difficulties to refine casual analysis with constant practice to learn.

This theory perfectly works for this study because it attempts to account for teachers' difficulties during the transition to face-to-face classes. This theory adequately measures how teachers can manage and cope with difficulties they experience during the transition to face-to-face classes. Furthermore, this theory ensures that teachers embrace the transition and commit to providing effective learning to students.

Objectives

This study aimed to determine the level of difficulties teachers experience during the transition of face-to-face classes, particularly in two secondary schools in the first district in a large division, Central Philippines, during the School Year 2022-2023. Specifically, it aimed to determine: 1) the level of difficulties of teachers during the transition to face-to-face classes in terms of the parent-teacher partnership, classroom management, instructional delivery, utilization of instructional tools, and assessment of learning; 2) the level of difficulties of teachers during the transition of face-to-face classes when grouped according to age, sex, educational attainment, and family income; and 3) if there is a significant difference in the level of teachers' difficulties during the transition to face-to-face classes when grouped according to respondents' demographics.

Methodology

The study's methodology-related components, such as the research design, data gathering instrument, data gathering procedure, and ethical issues, are discussed in this part.

Research Design

This study employed a descriptive research design and used the survey questionnaire and interview method to gather the necessary information. Atmowardoyo (2018) described descriptive research as a method focused on fact-finding with thorough interpretation. It aims to depict an existing phenomenon as accurately as possible. The objective is to describe the phenomena under study systematically.

Study Respondents

This study was conducted in selected public secondary schools by using purposive sampling to determine the respondents (N=96).

Instruments

To determine the level of difficulties of teachers during the transition to face-to-face classes, this study made use of a self-made data-gathering instrument, which was subjected to Validity (4.80 - excellent) and Reliability testing (0.929). The questionnaire consisted of two parts: Part 1 gathered the respondents' socio-economic information, such as age, sex, highest



educational attainment, and average family monthly income for the respondents' profile. Part 2 contained the proper questionnaire with 50 items and 10-line items for the five study domains mentioned. The respondents were given options to choose from their responses, 5 as always, 4 as often, 3 as sometimes, 2 as rarely, and 1 as almost never. Lastly, the researchers interviewed respondents to capture their perspectives and opinions about the current study.

Procedure for Data Collection

The data collection process for the study entailed securing approval from the district supervisor and the principals of the participating schools, obtaining consent from the respondents, distributing survey instruments, and gathering completed surveys in sealed envelopes to maintain the respondent's anonymity. The collected data was subsequently tabulated using SPSS for analysis and interpretation. The survey questionnaire was self-administered and served as primary data from respondents' responses on their difficulties during the transition to face-to-face classes. Lastly, the interview was auto-recorded on a cellphone device to get reliable information from the respondents.

Data Analysis and Statistical Treatment

Objectives 1 and 2 used the descriptive analytical scheme and mean as statistical tools to determine teachers' difficulty levels according to the different domains and when grouped according to their demographic profiles. Objective No. 3 used the comparative analytical scheme and the Mann-Whitney U Test as statistical tools to determine the difference in the level of teachers' difficulty when grouped according to demographics.

The mean range and interpretation for difficulty are as follows: 4.50-5.00 (Very High Level), 3.50-4.49 (High Level), 2.50-3.49 (Moderate Level), 1.50-2.49 (Low Level), and 1.00-1.49 (Very Low Level).

Ethical Considerations

The research study followed stringent ethical guidelines to protect the respondents' safety, welfare, and confidentiality. Informed consent was obtained from all participants, and their data was anonymized and stored securely. Data collection and processing were conducted with a focus on accuracy and reliability.

Results and Discussions

The collected data were organized in tabular forms. The researcher's analysis and interpretation of the data were presented together with the implications and results of the study.

Teachers' Level of Difficulties During the Transition to Face-to-Face Classes



Table 1

Teacher's Difficulty During the Transition to Face-to-Face Classes in Parent-Teacher Partnership

Items	Mean	Interpretation
<i>As a teacher, I find difficulty in...</i>		
1. communicating with the parents or guardians through social media or on mobile phones regarding their child's needs and progress.	3.10	Moderate Level
2. making the parents or guardians actively involved in the school's programs, projects, and activities (PPAs).	3.23	Moderate Level
3. getting full cooperation from parents or guardians about the school's program, project, and activities (PPAs).	3.18	Moderate Level
4. setting conferences with concerned parents or guardians.	3.06	Moderate Level
5. encourage parents or guardians to help facilitate learning at their respective homes.	3.21	Moderate Level
6. involving parents or guardians to volunteer, such as serving on school committees or advisory councils as a parent representative.	3.22	Moderate Level
7. getting the total attendance of parents during the scheduled card distribution.	3.34	Moderate Level
8. discuss with the parents about their child's progress and challenges.	3.13	Moderate Level
9. consult parents or guardians on individual matters relating to the child's problems, such as absenteeism, bullying, and low grades.	3.10	Moderate Level
10. letting the parents attend school meetings.	3.13	Moderate Level
Overall Mean	3.17	Moderate Level

Table 1 presents the level of difficulty teachers experience during the transition to face-to-face classes in parent-teacher partnerships. The overall mean score is 3.17, indicating moderate difficulty. Item. No. 7 got the highest mean score of 3.34 (moderate), while item 4 had the lowest at 3.06 (moderate). The results suggest moderate difficulty with parents' attendance during report card distribution, indicating that most parents had commitments at home and work. Spinelli et al. (2020) showed that prolonged quarantine periods have impaired the ability of parents to fulfill the parenting role, leading to parenting stress. Clores et al. (2023) also stated that poor parental support was observed after the pandemic due to upland location and parents with limited literacy skills.



Table 2

Teachers' Difficulty During the Transition to Face-to-Face Classes in Classroom Management

Items	Mean	Interpretation
<i>As a teacher, I find difficulty in...</i>		
1. establish classroom rules and policies at the start of the class.	2.60	Moderate Level
2. religiously observing the rules set in the class.	2.67	Moderate Level
3. managing my workspaces, such as setting up my desk, students' desk, board display, devices, appliances, and other aspects.	2.53	Moderate Level
4. involving my students in the class, such as in discussion, sharing their learning, or sharing takeaway points with the class.	2.67	Moderate Level
5. delegating authority to deserving students and assigning them to duties such as cleaning the room, controlling noise makers, and having a class representative on behalf of the class.	2.70	Moderate Level
6. providing positive reinforcement such as praise, rewards, and public recognition when a task is accomplished.	2.50	Moderate Level
7. making sound judgment and decisions when needed in class, e.g., positive group correction and quickly addressing inappropriate or off-task behavior.	2.48	Low Level
8. managing classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within various physical learning environments.	2.56	Moderate Level
9. managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	2.60	Moderate Level
10. always maintaining harmonious relationships with students.	2.47	Low Level
Overall Mean	2.58	Moderate Level

Table 2 illustrates the level of difficulty teachers experience during the transition to face-to-face classes in classroom management. The overall mean score of 2.58 is interpreted as moderate. Item 5 got the highest mean score of 2.70 (moderate), while item 7 had the lowest mean score of 2.48 (low)

A change in classroom dynamics requires teachers to reestablish authority and routines in the classroom, which might be challenging due to old habits in online classes. Teachers describe their return as stressful, risky, and even exhausting, which requires significant adjustments among the students (Clores et al., 2022). Absenteeism, habitual use of gadgets inside the



classroom, uncontrolled noise, bargaining of tasks, and lack of school facilities such as chairs since students are found after going back to school. This result is consistent with studies highlighting the problem since the start of the transition period, including absenteeism and reluctance of students on task (Ozamiz-Extebarria et al., 2021). Additionally, there was stress, anxiety, and worsening depression compounded by the reopening of the class

Table 3

Teachers' Difficulty During the Transition to Face-to-Face Classes in Instructional Delivery

Items	Mean	Interpretation
<i>As a teacher, I find difficulty in</i>		
1. mastering the lesson to be delivered to the class.	2.07	Low Level
2. carefully following the lesson plans made.	2.19	Low Level
3. applying knowledge of content within and across curriculum teaching areas.	2.19	Low Level
4. using various teaching strategies that enhance learner achievement in literacy and numeracy.	2.34	Low Level
5. applying various teaching strategies to develop critical and creative thinking and other higher-order thinking skills.	2.41	Low Level
6. using differentiated, developmentally appropriate learning experiences to address learners' gender needs, strengths, interests, and experiences.	2.42	Low Level
7. planning, managing, and implementing developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	2.38	Low Level
8. selecting, developing, organizing, and using appropriate teaching and learning resources, including ICT, to address learning goals.	2.35	Low Level
9. providing remedial opportunities for acquiring the knowledge or skills, if necessary.	2.58	Moderate Level
10. providing opportunities to practice their learning in a real-life setting.	2.45	Low Level
Overall Mean	2.34	Low Level

Table 3 presents the level of difficulty teachers experience during the transition to face-to-face instructional delivery classes. It has an overall mean score of 2.34, interpreted as a low. Item The highest mean score is 2.58 (moderate) on item 9, while the lowest mean score is 2.07 (low) on item 1. The result implies minor difficulty in instructional delivery during the transition to face-to-face classes. Some teachers find it challenging to provide remedial activities to struggling learners because of the learning gap, increased workload, limited resources, student disengagement, and parental inability to control students' avoidance of tasks and preference for mobile games (Ondras & Alvero, 2023).



Table 4

Teachers’ Difficulty During the Transition to Face-to-Face Classes in the Utilization of Instructional Tools

Items	Mean	Interpretation
<i>As a teacher, I find difficulty in</i>		
1. operating technology like TVs and projectors for displaying the concepts.	2.22	Low Level
2. providing physical learning materials such as modules, worksheets, and review materials as an aide in teaching.	2.09	Low Level
3. using online, hybrid, or blended learning as part of a larger pedagogical approach combined with socialization opportunities within the classroom.	2.46	Low Level
4. presenting visual aids like pictures, maps, graphs, and concept maps that are suitable for my lesson.	2.15	Low Level
5. allocating personal time to preparing instructional tools necessary for the class.	2.48	Low Level
6. using audio tools such as speakers, lapels, and microphones to aid teaching.	2.25	Low Level
7. using digital educational classrooms or tools, such as Google Classroom, Padlet, etc., as an aid in teaching.	2.61	Moderate Level
8. creating online social networks such as Facebook pages or group chats, special interest group discussions, virtual meetups, and study and support groups	2.46	Low Level
9. producing audiovisual and tactile tools such as 3D models, toys, lab apparatus, and plant, animal, or rock specimens as teaching aids.	2.70	Moderate Level
10. providing digital media such as explainer videos, photos, presentations, infographics, and podcasts as learning aids.	2.64	Moderate Level
Overall Mean	2.41	Low Level

Table 4 illustrates the teacher’s difficulty in utilizing instructional tools during the transition to face-to-face classes. It has an overall mean score of 2.41, interpreted as a low difficulty level. Item 9 got the highest mean score of 2.70 (moderate), while Item 2 got the lowest mean score of 2.09 (low).

Teachers also needed help to provide instructional tools for the students due to the limited facilities available at the school. Teachers also mentioned that the school was not fully equipped to provide the students with educational gadgets like computers. The lack of district support to provide relative training, availability of books, and ICT resources was also highlighted by Clores et al. al. (2023). Also, inadequate science laboratories and facilities and restricted access to reading materials exist in upland areas (Alcuizar, 2016).

Table 5



Teachers' Difficulty During the Transition to Face-to-Face Classes in Assessment of Learning

Items	Mean	Interpretation
<i>As a teacher, I find difficulty in...</i>		
1. generating questions that are in line with 21st-century skills.	2.42	Low Level
2. designing, selecting, organizing, and using diagnostic, formative, and summative strategies consistent with curriculum requirements.	2.27	Low Level
3. develop assessments that are based on TOS (Table of Specification)	2.36	Low Level
4. observing the 60-30-10 proportion of easy, average, and difficult test questions.	2.45	Low Level
5. generating questions that develop the higher-order thinking skills of learners.	2.49	Low Level
6. utilizing localized and contextualized formulations of test items.	2.43	Low Level
7. implementing assessment methods beyond the traditional written exams (e.g., e-portfolio, open-book exams).	2.57	Moderate Level
8. creating rubrics for Performance Tasks.	2.55	Moderate Level
9. observing the principles of assessment in creating the test items.	2.49	Low Level
10. providing timely feedback to the students after the assessment.	2.50	Moderate Level
Overall Mean	2.45	Low Level

Table 5 shows the level of difficulty teachers experience during the transition to face-to-face classes in learning assessment. The overall mean score of 2.45, is interpreted as a low. Item 7 got the highest mean score, 2.57 (moderate), while item 2 got the lowest mean score of 2.27 (low).

The results imply that traditional written exams are well-established, and teachers are more familiar with their design, administration, and grading. Shifting to alternative assessment requires them to learn new studies and develop new materials which can be daunting and time-consuming. Miña & Caballes (2023) also mentioned that teachers are already overworked due to inadequate human resources in the school. Aside from their regular class schedule, they also must be cautious with observing minimum health protocols making traditional assessments much easier to conduct.

Level of Teachers' Difficulty During the Transition to Face-to-Face Classes According to Selected Domains and Demographics



Table 6

Teachers’ Difficulty in Parent-Teacher Partnership, Classroom Management, Instructional Delivery, Utilization of Instructional Tools, and Assessment of Learning When Grouped According to Age

Domains	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
Parent-teacher Partnership	3.26	Moderate Level	3.10	Moderate Level
Classroom Management	2.61	Moderate Level	2.56	Moderate Level
Instructional Delivery	2.31	Low Level	2.36	Low Level
Utilization of Instructional Tools	2.44	Low Level	2.38	Low Level
Assessment of Learning	2.45	Low Level	2.45	Low Level

Table 6 shows the level of difficulty teachers experience in various domains when grouped according to age. Both younger teachers and their older counterparts experienced a moderate level of difficulty in parent-teacher partnership and classroom management, and both required assistance in encouraging parents to attend school activities such as card distribution. However, parents’ work schedules often cause conflicts, making it challenging for them to participate. Unfortunately, during the COVID-19 school closures, parents described having difficulties with balancing responsibilities and motivating their children in education (Garbe et. al., 2020). Likewise, Nomaguchi & Milkie (2021) show that working parents often cannot give full reinforcement to their children regarding homework and assignments due to their strenuous work and time constraints. More specifically, it was found that parents who engage in physically demanding or long-working jobs tend to have lower parental involvement. Children whose parents are less involved in their education also tend to have poorer academic achievements (Lara & Saracostti, 2019).

Table 7 shows the level of difficulty teachers experience in various domains when grouped according to sex. The result indicates that both male and female teachers have the same difficulties regarding parents’ involvement in school activities during the transition period, especially during the distribution of report cards. Parents often have many concerns and priorities other than their child’s performance in school (Garbe,et. al., 2020). Lara and Saracostti (2019) also found that children whose parents are less involved in their education tend to have poorer academic achievements, revealing disparities in academic outcomes based on parental participation profiles.

Table 7



Teachers' Difficulty in Parent-Teacher Partnership, Classroom Management, Instructional Delivery, Utilization of Instructional Tools, and Assessment of Learning When Grouped According to Sex

Domains	Male		Female	
	mean	interpretation	mean	interpretation
Parent-teacher Partnership	3.27	Moderate Level	3.14	Moderate Level
Classroom Management	2.55	Moderate Level	2.59	Moderate Level
Instructional Delivery	2.47	Low Level	2.29	Low Level
Utilization of Instructional Tools	2.36	Low Level	2.42	Low Level
Assessment of Learning	2.57	Moderate Level	2.41	Low Level

Delegating authorities and involving students in class discussions became difficult during the transition period because of an adjustment period. Kazak and Koyuncu (2021) also observed undesirable behaviors in the classroom, such as disrupting the class, lacking preparation for lessons, falling asleep during class, being easily distracted, impoliteness, conflicts with peers, breaking the rules, and arriving late. The implementation of distance learning gave rise to these behavioral issues among learners while transitioning back to face-to-face classes (Paterno, 2023).

The result also implies that both male and female teachers found using audio-visual and tactile tools for learning difficult. The learner's literacy level also became so poor that it needs to focus more on remedial reading and other literacy activities that will enhance the learner's reading skills. This gives enough room for the teachers to utilize printed reading materials rather than other tools for learning.

Clores et. al. (2023) noted that learning became stagnant during the pandemic. Stagnant learning is when a pupil remains in the same grade for over a year. It can be attributed to several factors, including reading difficulties, poor reading comprehension, unmastered foundational math skills, and knowledge and skill gaps. Ondras & Alvero (2023) also claimed that teachers have significant stress in the New Normal, particularly struggling learners who fall behind during the distance modality since most of them are in upland areas. Students also have poor motivation, coupled with their complex learning needs.

Table 8 shows the level of difficulty teachers experience in various domains when grouped according to highest educational attainment. The result implies that teachers regardless of their educational level experienced moderate difficulties both in parent-teacher partnership and classroom management. Teachers with lower EA have slightly greater difficulties than those with higher EA in classroom management. Specific difficulties were establishing classroom rules and delegating classroom responsibilities to the learners. This may imply that teachers with lower EA might have less exposure to advanced pedagogical theories and techniques. Teachers



with higher EA themselves through proper education, can lead them to a better matter, classroom management experience along with years of experience (Koutrouba, 2020).

Table 8

Teachers' Difficulty in Parent-Teacher Partnership, Classroom Management, Instructional Delivery, Utilization of Instructional Tools, Assessment of Learning When Grouped According to Educational Attainment (EA)

Domains	Lower EA		Higher EA	
	mean	interpretation	mean	interpretation
Parent-teacher Partnership	3.25	Moderate Level	3.06	Moderate Level
Classroom Management	2.74	Moderate Level	2.52	Moderate Level
Instructional Delivery	2.54	Moderate Level	2.27	Low Level
Utilization of Instructional Tools	2.54	Moderate Level	2.36	Low Level
Assessment of Learning	2.54	Moderate Level	2.42	Low Level

Advanced educational programs may expose teachers to various teaching methods and styles, as well as extensive practical training allowing them to adapt to different classroom situations. In contrast, those with lower EA may not have the same breadth of knowledge to draw from, limiting their ability to manage diverse classroom challenges. The results also imply that teachers with higher EA have a more thorough understanding of the subject matter making delivery of instruction smooth enabling them to clearly and accurately explain concepts.

The result also implies that teachers with lower EA need help utilizing instructional tools, especially audio-visual and tactile tools, during the transition period. The learners were used to the modular instructions at home, which did not require them to utilize other learning tools besides the modules.

Teachers with lower education backgrounds had a moderate level of difficulty in terms of assessment of learning, as supported by Sari and Yüce (2020), in which insufficient teaching experience causes teachers to have difficulty assessing the student's performance, specifically in constructing higher-order thinking skills (HOTS) questions. Similarly, programs available to teachers with higher EA include coursework on various formative and summative assessment methods, which they are likely to have a better understanding to gauge students learning accurately

Table 9 shows the level of difficulty teachers experience in various domains when grouped according to average family monthly income. The result implies that the main difficulty for both lower and higher FMI was ensuring that all parents could attend school meetings, especially during the distribution of report cards. Although this was shown to be a struggle similar to



Garbe, et. al., (2020) noted that working parents cannot fully commit to their children’s activity in school since it often conflicts with their work schedule. Classroom management has also been a moderate struggle for both lower and higher FMI teachers since the resumption of classes.

Table 9

Teachers’ Difficulty in Parent-Teacher Partnership, Classroom Management, Instructional Delivery, Utilization of Instructional Tools, Assessment of Learning When Grouped According to Family Income

Domains	Lower FMI		Higher FMI	
	mean	interpretation	mean	interpretation
Parent-teacher Partnership	3.17	Moderate Level	3.17	Moderate Level
Classroom Management	2.60	Moderate Level	2.54	Moderate Level
Instructional Delivery	2.39	Low Level	2.24	Low Level
Utilization of Instructional Tools	2.48	Low Level	2.27	Low Level
Assessment of Learning	2.61	Moderate Level	2.16	Low Level

The result also implies that lower FMIs find it challenging to select, design, and organize assessment tools that meet the curriculum requirements and standard principles. Many teachers have become accustomed to using ready-made assessments, and they find it challenging to try other alternative assessments when most assessment tools are teacher-made.

Comparative Analysis of the Level of Teacher’s Difficulty During the Transition to Face-to-Face Classes

Table 10

Comparative Analysis of the Level of Teacher’s Difficulty in Instructional Delivery When Grouped According to Demographics

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	42	48.52	1133.00	0.994	0.05	Not Significant
	Older	54	48.48				
Sex	Male	24	51.88	783.00	0.492		Not Significant
	Female	72	47.38				



Educational Attainment	Lower	25	59.72	607.00	0.019	Significant
	Higher	71	44.55			
Family Income	Lower	62	50.26	945.00	0.403	Not Significant
	Higher	34	45.29			

Table 10 shows the difference in the level of difficulties of teachers in instructional delivery, according to demographics. The age with a p-value of 0.994, sex with a p-value of 0.429, and average family monthly income with a p-value of 0.403 is greater than the tabular p-value of 0.05, which means not significant. However, the variable of highest educational attainment with a p-value of 0.019 is less than the tabular p-value of 0.005, which is interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of difficulties of teachers during the transition to face-to-face classes according to the area of instructional delivery according to variables is rejected.

The result implies that teachers with higher EA have a significant effect on their instructional delivery. Because of their qualifications, many find it challenging to revert to traditional teaching methods after adapting to remote education. This struggle overscores the need for ongoing professional development and support to help highly educated teachers adjust their instructional strategies effectively in the post-pandemic classroom. Relative to Lee and Lee (2020) there is an overall positive association between the commutative measures of the teachers' experience, advanced degrees, and their subject matter expertise related to their students' highest educational attainment, particularly in teaching math and science. Local research by Batuigas (2022) has also shown that a teacher's educational attainment positively impacts teaching performance, including that of those who often attend local seminars and scholastic performance (Abarro, 2020)

Table 11

Comparative Analysis of the Level of Teacher's Difficulty in Assessment of Learning When Grouped According to Demographics

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	42	47.65	1098.50	0.793		Not Significant
	Older	54	49.16				
Sex	Male	24	52.33	772.00	0.435	0.05	Not Significant
	Female	72	47.22				
Educational Attainment	Lower	25	54.16	746.00	0.236		Not Significant
	Higher	71	46.51				
Family Income	Lower	62	55.02	650.00	0.002		Significant



Higher 34 36.62

Table 32 shows the level of difficulties of teachers during the transition to face-to-face classes in learning assessment according to variables. This reveals that age, with a p-value of 0.793; sex, with a p-value of 0.435; and highest educational attainment, with a p-value of 0.236, are all greater than the tabular p-value of 0.05, which is interpreted as not significant.

Meanwhile, the average family monthly income variable has a p-value of 0.002, which is less than the tabular p-value of 0.05, which is interpreted as significant. Therefore, the hypothesis that there is no significant difference in teachers' difficulty levels during the transition to face-to-face classes according to the area assessment of learning according to variables is rejected. The result implies that age, sex, and highest educational attainment do not vary in the teacher's level of difficulties during the transition period, while the average family monthly income varies.

Past research has focused mainly on family income and its relation to students' performance. Only a few tackled teachers' average family income and how it relates to their teaching performance. Mencias-Tabernilla (2023) pointed out in a local study that young and married teachers, those who occupy higher positions and have longer tenure, have higher cumulative debts. More importantly, the higher the family income, the bigger the expenditure since the lifestyle often adjusts with income. The study results may imply that conditions in family monthly income may create financial stress that hinders teachers' capability to focus on their teaching, particularly in investing in the resources and time necessary for comprehensive student assessment. This highlights the need for target financial support and professional development opportunities to alleviate income-related stress and improve teaching efficacy in assessment practices among teachers.



Conclusion

During the transition to face-to-face classes, teachers needed help in managing the classroom since learners were getting used to two years of modular instruction. Additionally, teachers need help coordinating with parents and asking for their full support in facilitating the learner's study habits at home and in school. The lower-income respondents experienced a high level of difficulty in terms of instructional delivery and in assessing the learner's progress. Those with lower educational attainment have experienced more difficulties in instructional delivery, utilization of instructional tools, and learning assessment. This is due to their limited concept of teaching strategies and the use of varied learning materials that will help capture the learners' interest. Their limited knowledge of assessing the learners' progress also contributed to their difficulties in assessing the learners. The variables of age, sex, highest educational attainment, and average family income have nothing to do with the level of teacher's difficulties during the transition to face-to-face, according to the area of parent-teacher partnership, classroom management, and utilization of instructional tools. However, the highest educational attainment of teachers affects their difficulties in instructional delivery during the transition to face-to-face, while the average family's monthly income affects the teacher's assessment. Overall, respondents expressed their difficulty in dealing with the learners due to the learning gaps they encountered during the pandemic. Common difficulties were in the instructional delivery and assessment. The teachers find it hard to pursue the lessons since most learners have reading difficulties. Reading becomes instruction's focus rather than presenting the daily lessons intended for them. The assessment was also difficult since no formative or summative assessment could be recorded. Teachers must ensure all learners have reading materials to cope with their reading needs. The findings of this study call for crafting effective training programs to improve the overall experiences of teachers. For instance, establishing district and regional learning centers where teachers can access ongoing in-person support. Education centers, such as support on teacher coaching, provide space for teachers to take online courses as a group or as individuals, allow access to technology and human support, and offer on-demand professional development.

Acknowledgment

The researchers would like to express their heartfelt gratitude to the following: STI WNU mentors Dr. Lilybeth P. Eslabon, Dr. Renith S. Guanzon, Dr. Ma. Leni Francisco, and Dr. Rey T. Eslabon for sharing their expertise in the completion of this study. Thank you also to all significant individuals who, in one way or another, have contributed to making this valuable piece of work possible.

References

- Abarro, J. (2020). Education and Work-Related Variables and Role Performance of Faculty Members in a State University, Philippines. – *PalArch's Journal of Archaeology of Egypt/Egyptology* 17(1), 368-381. ISSN 1567-214X
- Agayon, A. J. D., Agayon, A. K. R., & Pentang, J. T. (2022). Teachers in The New Normal: Challenges and Coping Mechanisms in Secondary Schools. *International Journal of Humanities and Education Development (IJHED)*, 4(1), 67–75. <https://doi.org/10.22161/jhed.4.1.8>
- Alcuizar, R. M. (2016). Determinants of Low Academic Performance for



- and Children's Psychological Problems in Families facing the COVID-19 outbreak in Italy. *Frontiers in Psychology*, 11, 1713. <https://doi.org/10.3389/fpsyg.2020.01713>
- Analdo, G. (2021). Modular Distance Learning in the New Normal Education Amidst COVID-19. *International Journal Of Scientific Advances* Volume 2(Issue 3):263-266
DOI:10.51542/ijscia.v2i3.6
- Anzaldo, G. (2021). Modular Distance Learning in the New Normal Education Amidst COVID-19. *International Journal Of Scientific Advances* Volume 2(Issue 3):263-266
DOI:10.51542/ijscia.v2i3.6
- Atmorwardoyo, H. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R& D. *Journal of Language Teaching and Research*, Vol. 9, No. 1, pp. 197-204, DOI: <http://dx.doi.org/10.17507/jltr.0901.25>
- Awolaju, B. A. (2016). Instructional Materials as Correlates of Students' Academic Performance in Biology in Senior Secondary Schools in Osun State. *International Journal of Information and Education Technology*, Vol. 6, No. 9. <https://www.ijiet.org/vol6/778-PS043.pdf>
- Batuigas, F.D., Leyson, F.C., Fernandez, L.T., Napil, J.N. & Sumanga, C.S. (2022). Factors Affecting Teaching Performance of Junior High School Teachers of Madridejos National High School. *Asia Research Network Journal of Education*. Vol. 2, No. 1, pp. 40-47
- Clores, A., Mallilin C.F., Abay J., & Paterno K.V. (2023). Navigating Change: Exploring the Challenges and Coping Strategies of Elementary Teachers in the Transition from Modular to Face-to-Face Classes. *International Journal of Research and Innovation in Social Science (IJRISS)*. <https://dx.doi.org/10.47772/IJRISS.2023.7602>
- DepEd Order (No. 007, s. 2020) School Calendar and Activities for School Year 2020-2021. https://www.deped.gov.ph/wp-content/uploads/2020/07/DepEd_LCP_July3.pdf
- DepEd Order (No. 34, s. 2022). School Calendar and Activities for School Year 2022-2023. https://www.deped.gov.ph/wp-content/uploads/2022/07/DO_s2022_034.pdf
- Dignadice, A. (2018) Information Communication Technology (ICT) Skills of Elementary Teachers, Basis for Training Enhancement. Unpublished Thesis, University of St. La Salle, Bacolod City, Philippines.
- Earl, L.M. & Katz S. (2006) Rethinking classroom assessment with purpose in mind: Assessment FOR, as and of Learning, Manitoba Education, ISBN 0-7711-3499-1, accessed at http://www.edu.gov.mb.ca/k12/assess/wncp/full_doc.pdf
- Garbe, A., Ogurlu, U., Logan, N. & Cook, P. COVID-19, and Remote Learning: Experiences of Parents with Children during the Pandemic. *American Journal of Qualitative Research*, Vol. 4 No. 3, pp. 45-65 <https://doi.org/10.29333/ajqr/8471>
- Gülmez, D., Ordu, A. (2022). Back to the classroom: Teachers' views on in The New Normal: Challenges and Coping Mechanisms in Secondary Schools. *International Journal of Humanities and Education Development (IJHED)*, 4(1), 67–75. <https://doi.org/10.22161/jhed.4.1.8>
- Rouse and O'Brien (2017). Mutuality and reciprocity in parent-teacher relationships: Understanding the nature of partnerships in early childhood education and care provision. *Australasian Journal of Early Childhood*, 42(2), 45
- Kazak, E., & Koyuncu, V. (2021). Undesired Student Behaviors, the Effects of these Behaviors and Teachers' Coping Methods. *Journal of Educational Sciences International*, 11(2), 637-659. <https://doi.org/10.18039/ajesi.815506>
- Koutrouba, K. (2020). Classroom Management and Teacher Effectiveness. *Oxford Research*



- Encyclopedia of Education*. Retrieved 21 Mar. 2024, from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-692>.
- Lara, L. & Saracosti, M. (2019). Effects of Parental Involvement on Children's Academic Achievement in Chile. *Frontiers in Psychology* 10 DOI:10.3389/fpsyg.2019.01464
- Lee, S.W. & Lee, E.A. (2020) Teachers qualification matters: The association between cumulative teacher qualification and students' educational attainment. *International Journal of Educational Development*. Vol. 77 102218
<https://doi.org/10.1016/j.ijedudev.2020.102218>
- Pascual, E. (2021). Parent-Teacher-Learner Collaboration in Modular Distance Learning. 83. 10.47119/IJRP100831820212196.
- Mencias-Tabernilla, M. (2023). The Story Behind “LONDON” (Loan Dito, Loan Doon): Exploring Teachers' Expenditure Patterns and Debt Profile. *Universal Journal of Educational Research*, 2(2), 131. 149. <https://doi.org/10.5281/zenodo>
- Miña, Cristina & Caballes, Dennis. (2023). Evaluation of the Implementation of the 8-week Learning Recovery Curriculum in Numeracy of Grade 3 learners of Legazpi City. *World Journal of Advanced Research and Reviews*. 17. 59-069. 10.30574/wjarr.2023.17.3.0355.
- Mulvahill, E. (2018). What is classroom management? We are Teachers.
<https://www.weareteachers.com/what-is-classroom-management/>
- Nomaguchi, L., & Milkie, M.A. (2020) Parenthood and Well-Being: A Decade in Review. *Journal of Marriage and the Family*. 82(1), 198. <https://doi.org/10.1111/jomf.12646>
- Ondras, L. & Alvero, J. (2023) Post-Pandemic Challenges in Addressing Learning Gaps: Experiences of Teachers in Public Elementary and Secondary Schools. *Asian Journal of Education and Social Studies*. DOI: 10.9734/AJESS/2023/v47i41032
- Ozamiz-Etxebarria, N., Idoiaga, N., Dosil, M., and Picaza, M. (2020). Psychological Symptoms During the Two Stages of Lockdown in Response to the COVID-19 Outbreak: An Investigation in a Sample of Citizens in Northern Spain. *Front. Psychol.* 11: 1491. doi:10.3389/fpsyg.2020.01491
- Paterno, K.V. (2023). Experiences and Challenges of College Students in Online and Distance Learning, Philippines, *International Journal of Innovative Science and Research Technology*, 8(1), 313-349 <https://doi.org/10.5281/zenodo.7563937>.
- Perkins, D. (2007). Theories of Difficulty. In N. Entwistle & P. Tomlinson (Eds.), *Student learning and university teaching* (pp. 31–48). British Psychological Society.
- Sari M. H., Yüce E. (2020). ‘Problems Experienced in Classrooms with Students from Different Cultures’, *Journal on Efficiency and Responsibility in Education and Science*, vol. 13, no. 2, pp. 90-100. <http://dx.doi.org/10.7160/eriesj.2020.130204>.
- Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.). Alexandria, VA: ASCD
- Tye, N. (2023). *Engaging Families after COVID: Reconnecting in the Classroom*. PDS Partners: Bridging Research to Practice. DOI: 10.1108/PDSP-01-2023-0003



Difficulties of Teachers During the Transition to Face-to-Face Classes

DOI: <https://doi.org/10.56738/issn29603986.geo2024.5.81>

ISSN 2960-3986

GEO Academic Journal Vol. 5 No. 1 – 2024 series



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)