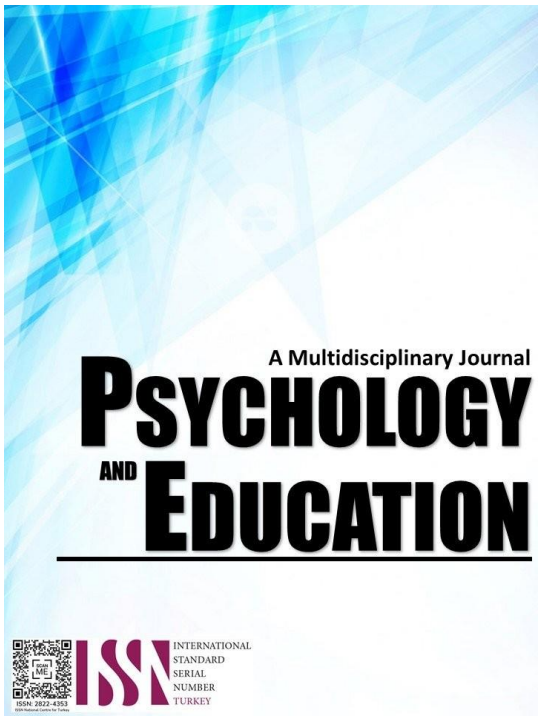
GOING BACK TO NORMAL: A PHENOMENOLOGICAL STUDY ON THE CHALLENGES AND COPING MECHANISMS OF JUNIOR HIGH SCHOOL TEACHERS IN THE FULL IMPLEMENTATION OF IN-PERSON CLASSES IN THE PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF RIZAL



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023
Volume: 12
Pages: 767-808
Document ID: 2023PEMJ1101
DOI: 10.5281/zenodo.8274909
Manuscript Accepted: 2023-22-8

Psych Educ, 2023, **12**: 767-808, Document ID:2023 PEMJ1101, doi:10.5281/zenodo.8274909, ISSN 2822-4353
Research Article

Going Back to Normal: A Phenomenological Study on the Challenges and Coping Mechanisms of Junior High School Teachers in the Full Implementation of In-Person Classes in the Public Secondary Schools in the Division of Rizal

Jarom A. Anero*, Eloisa S. Tamayo
For affiliations and correspondence, see the last page.

Abstract

The study focused on exploring and understanding the challenges junior high school teachers in the Division of Rizal faced during the full implementation of in-person classes and identifying the coping mechanisms they employed to adapt to this new educational landscape. Forty participants were purposefully selected from various public secondary school clusters in the division of Rizal. A qualitative phenomenological design was employed, and the information collected through Google Forms was imported into Microsoft Excel and Microsoft Word. After importing the data, it was coded through and looked for patterns in the meaning of the data to find themes. It was analyzed using QDA Miner Lite to make a user-friendly, accessible, and simple-to-use software for qualitative data analysis. QDA Miner Lite allowed for a quicker and more accurate breakdown of documents, enabling organization, coding, annotation, retrieval, and analysis of document and image collections. The study revealed these categories and themes: *Experiences in Teaching in In-Person Classes.* Teachers' experiences during the full implementation of in-person classes were categorized into five themes: Comparison to distance learning modalities, Student- centered Focus, Positive emotional experiences, Challenging Emotional experiences, and Adaptations. *Comparison of Teaching Experiences.* The comparison and contrast of teaching experiences between distance learning and in-person learning revealed six themes: Assessment and Progress Monitoring, Stress and Fulfillment, Effectiveness and Limitations, Technology and Connectivity, preparation and Communication, and Learning Environment and Engagement. *Identified Challenges in In- Person Classes.* The study identified nine challenges faced by teachers and schools during the full implementation of in-person classes. These challenges encompassed issues related to Classroom Infrastructure and Facilities, Learning Gaps and Academic Challenges, Behavioral Issues and Student Discipline, Safety, and Security, Teacher Workload and Teaching Loads, Student Engagement and Parent Involvement, Gender-Responsive Policy and Early Pregnancy, Professional Development, and Learning Materials. *Coping Mechanisms for Challenges.* The coping mechanisms employed by teachers in response to the identified challenges included Collaborative Support and Professional Development, Resilience, and Positivity, Student- Centered Strategies Interventions, Adaptability, and Flexibility, Emphasizing Physical and Mental Health, Effective Communication Involvement of Stakeholders, Innovative Teaching Approaches, and Reminding Purpose and Passion. The study provides valuable insights into teachers' experiences and challenges in fully implementing in-person classes. The identified coping mechanisms offer potential strategies to support educators in navigating the complexities of teaching in this environment. Educational institutions and policymakers can use these insights to develop supportive and enriching learning environments for teachers and students. By implementing targeted interventions and policies, stakeholders can optimize the teaching and learning experiences in the in-person learning setting and foster a positive and conducive educational environment.

Keywords: *phenomenological study, in-person classes, going back to normal, challenges and coping mechanisms*

Introduction

This phenomenological study investigated the challenges experienced and the coping mechanisms of junior high school teachers in the full implementation of in-person classes in the public secondary schools in the Division of Rizal. The education scheme is continuously undertaking a radical change because of the ever-evolving commitment of the organizations to address the needs of the ordinary public about learning (City & City, 2019).The COVID-19 pandemic, which just rocked the cornerstone of the educational system, was an unparalleled health problem. To lessen the negative effects of the pandemic on education, several governments throughout the world have started a crisis response. This reaction entails but was not limited to,

curriculum updates, the supply of technical infrastructure and resources, changes to the academic calendar, and regulations for the delivery of teaching and evaluation. These changes pushed educational institutions to switch to entirely online education until face-to-face instruction was permitted, which was inevitable (Barrot, Llenares, & del Rosario, 2021). Schools, instructors, students, parents, and other stakeholders were put to the test when COVID-19 occurred. To retain education even while schools were closed, several school districts shifted activities online (Organization for Economic Co-operation and Development, 2020) (Material, Students, Sdo, Author, & Online, 2022), (D. Agayon, R. Agayon, & T. Pentang, 2022). This meant that for the remaining weeks of the SY 2019–2020, the Department of Education (DepEd) had to cancel classes and other school activities. For the SY 2020–2021, schools would have to find a way to continue instruction despite the threat and uncertainty posed by COVID–19 while also ensuring the health, safety, and well-being of all students, teachers, and DepEd personnel (The Basic Education Learning Continuity Plan in the Time of COVID-19). The Basic Education - Learning Continuity Plan (BE-LCP) was the Department of Education's primary reaction and commitment to safeguarding the health, safety, and well-being of students, teachers, and staff, according to a statement made by Education Secretary Leonor Briones on May 8, 2022. Briones noted that education must proceed following the World Health Organization and the Department of Health's established health guidelines (Philippine News Agency,2020). As the pandemic spread, teachers faced a variety of difficulties. In addition to online learning, most public schools—particularly those in rural areas—used printed self-learning modules for modular instruction. In addition, most parents, and students (Cos et al., 2021; Manlangit et al., 2020) chose modular distance learning above other available options. As a result, teachers were less able to provide pupils with high-quality instruction and preparation. Since learning takes place at home due to the pandemic, teachers have a significant role in encouraging and monitoring students' growth. However, high-quality learning experiences can take place at any time and from any place outside of the four walls of the classroom (Pentang, 2021c) (D. Agayon et al.,2022).

The Unnumbered Memorandum on Dissemination of Memorandum from the Executive Secretary on the Approval of Pilot Limited Face-to-Face Classes in 120 Schools was published by the Department of Education Central Office on September 28, 2021. This was following the Memorandum that the Executive Secretary released on September 21, 2021. Both Memoranda stated once more that the President has accepted DepEd's suggestion to permit two (2) months of pilot face-to-face instruction in 100 public and 20 private schools in low-risk COVID-19 zones.

According to the Department of Education's official statement from February 2, 2022: "Education Secretary Leonor Magtolis Briones has authorized all regional directors to begin the progressive expansion phase of face-to-face classes for both public and private schools given the President's approval of the recommendation for such" (Department of Education, 2022). The pilot program to deploy limited face-to-face classrooms for basic education went through extensive preparations in accordance with the requirements outlined in the document that was released on November 15, 2012, and various dates after that. These schools are subject to the Department of Education (DepEd) and the Department of Health (DOH) Joint Memorandum Circular (JMC) No. 1, Section 2027, also known as the Operational Guidelines on the Implementation of the Mandatory Face-to-Face Medical Examination. The results of the evaluation of the pilot implementation will provide insights and experience on how to implement face-to-face classes while adhering to the minimum health and safety procedures necessary to prevent the transmission of COVID-19 (Superintendents & Others, 2022) . Part of preparation and in order to get ready for the growth phase and the subsequent transition to the new normal of face-to-face interactions, all public schools across the country are required to carry out a self-assessment with the help of the School Safety Assessment Tool (SSAT) (Enclosure No. 1). The School Safety Assessment Tool (SSAT) needs to be administered in each and every school that falls within the purview of the Schools Division Superintendents, who are tasked with coordinating the process and determining the level of readiness based on the results of the SSAT. According to the results, the SDO is obligated to offer help to schools that have significant readiness gaps in order to close those gaps and increase readiness (DepEd Memorandum No. 071 series, 2021). In the Division office of Rizal, Implementation of face-to-face classes in Malakaban Elementary School in Binangonan Sub-Office and Monte de Tanay Elementary School in Tanay Sub-Office deemed low-risk for COVID-19 in the Division of Rizal will began on December 1 and 6, 2021, respectively. This information was included in the PRESS RELEASE that was issued by the Rizal Division Office on November 29, 2021 and said that the office will be conducting limited face-to-face classes in Tanay and The face-to-face programs that were available were restricted to the Key Stage 1 levels, which ranged from Kindergarten to Grade 3.

Both Malakaban Elementary School and Monte de Tanay Elementary School have the attendance goal of having one hundred percent of their respective student bodies present for their in-person classes. Malakaban Elementary School has 72 students enrolled in the key stage, and Monte de Tanay Elementary School has 127 students enrolled in Kindergarten through Grade 3. The number of students, the size of the classes, as well as the various teaching and learning strategies have all been meticulously planned out to guarantee an efficient and risk-free implementation in both schools, as required by the Inter-Agency Task Force on Emerging Infectious Diseases (IATF-EID), which established the health standards and precautions that must be strictly observed (Elementary, 2021). They also conducted an onsite validation of the identified public schools as to their preparation to the conduct of implementation of expanded phase of face-to-face learning modality in the midst of pandemic last February 28, 2022 and March 1, 2022("Division Onsite Validation Of Additional Public Schools In," 2022).

Considering these realities, the researchers decided to conduct the study using a qualitative phenomenological research design to identify the challenges experienced and the coping mechanisms of the junior high school teachers in the full implementation of in-person classes in the public secondary schools in the Division of Rizal. Specifically, the researchers were interested in determining: Considering the findings of the investigation, the researcher might be able to suggest workable alternatives that can be discussed with other educational institutions dealing with the same challenges. It is possible to use the findings as inputs for the creation of possible programs and projects to resolve the identified significant problems in the full implementation of in-person classes, for the formulation of new policies or the reconsideration of existing policies and guidelines associated with the full implementation of in-person classes, and for the formulation of an action plan that would address the identified significant problems in the full implementation of in-person classes.

Research Questions

This study aimed to explore and understand the challenges faced by junior high school teachers in the Division of Rizal during the full implementation of in- person classes and to identify the coping mechanisms they employ to adapt to this new educational landscape. Specifically, it sought to answer the following questions:

1. How do you describe your experiences in teaching in in-person classes?
2. Compare and contrast your teaching experiences under distance learning and in-person learning modality.
3. What are the challenges that you and your school experienced during the full implementation of in-person classes.
4. How do you cope with the different challenges you have mentioned?

Methodology

Research Design

The study focused on the challenges experienced and coping mechanisms of junior high school teachers in the full implementation of in-person classes in the public secondary schools in the division of Rizal. A qualitative phenomenological design was used in this study. In the conducted research, the challenges faced by junior high school teachers in the Division of Rizal during the full implementation of in-person classes in public secondary schools were explored. The principles of phenomenology were incorporated to capture an authentic representation of the lived experiences of the individuals under investigation (Moustakas, 1994). By delving into the essence of the respondents' perspectives, the study aimed to enhance the accuracy with which the phenomenon was portrayed. Throughout the research design, the tenets of phenomenology were integrated to ensure a comprehensive understanding of the challenges encountered by these teachers and their coping mechanisms.

Data Collection Methods

The researchers used a survey via Google Forms as the tool for gathering the needed data. The procedure was conducted at the most available time for the respondents, following the guidelines set by DepEd Order No. 9, s. 2005 entitled "Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith." Their responsibility under Republic Act No. 10173, also known as the Data Privacy Act of 2012, was acknowledged. The data was analyzed using thematic analysis. The research ethics were observed by obtaining permission from the proper authorities and completing consent forms from the respondents via email.

Sampling Techniques

Respondents were purposively chosen by the researchers among the public secondary high school clusters in the division of Rizal, namely BIBA (Binangonan, Angono), BCAMT (Baras, Cardona, Morong, Teresa), TAPJ (Tanay, Pililla, Jalajala), ROS (Rodriguez, San Mateo), and CATA (Cainta, Taytay). The school with the largest student population within each cluster was selected as the study site. Within that school, one class adviser from all subject areas, who expressed willingness to participate, was targeted as the respondent. A total of 40 junior high school class advisers, regardless of gender preferences and years of service, were included as respondents in the study.

Data Analysis Procedures

Moustakas' (1994) method for phenomenological reduction was employed to analyze the data. The first stage in the transcendental phenomenological procedure, epoché bracketing, was performed. Epoché involved setting aside the researcher's biases and preconceived notions (Moustakas, 1994). The aim was to ensure that the researcher's experiences and opinions did not influence the participants' perceptions. Through continuous reflection on personal feelings and thoughts throughout the study, a clearer and more concise understanding of the teachers' perspectives regarding their challenges and coping mechanisms in the full implementation of in- person classes was achieved. Adopting an open- minded approach and considering multiple perspectives facilitated transcendental phenomenological reduction. In qualitative analysis, data were transformed into conclusions (Patton, 2015). The process of interpreting data to identify themes was considered data analysis (Corbin & Strauss, 2015). Following the collection of various data types, the data was organized and prepared for analysis. The information collected through Google Forms was imported into Microsoft Excel and Microsoft Word. During the epidemic and quarantine period, Mena (2021) stated that Google Forms surveys could serve as an effective alternative to traditional qualitative data collection methods, particularly in qualitative research. When combined with other qualitative data collection instruments, its effectiveness could be significantly enhanced. Open-ended questions were designed to encourage respondents to provide unbiased responses, incorporating others' ideas and experiences. After importing the data, it was coded and analyzed using QDA Miner Lite, a user-friendly, free, and simple-to-use software for qualitative data analysis. QDA Miner Lite allowed for quicker and more accurate analysis of documents, enabling organization, coding, annotation, retrieval, and analysis of document and image collections (Provalis Research, 2022). It was suitable for analyzing textual data such as interviews, open- ended responses, transcripts, and field notes, as well as still images. QDA Miner offered various functionalities, including importing documents in multiple formats, intuitive coding with a hierarchical structure, adding comments or memos to coded segments, text search for retrieval and coding, coding frequency analysis, and exporting tables to Excel, Word, or PDF. Detailed instructions for using QDA Miner Lite involved downloading and installing the software from Provalis's website, creating a new project from an existing document, adding variables through the menu bar, coding the data by creating codes prior to coding or during the coding process, and analyzing the data by retrieving coded segments and generating tables and/or graphs based on code usage frequency (Wheaton Library and Buswell Library, 2022).

Results and Discussion

Table 1. *Described Experiences by the Respondents in Teaching in In-person Classes in the Full Implementation of In-person Classes*

Category	*Themes*	*Count*	*% Codes*
Experiences by the Respondents in Teaching in In-person Classes in the Full Implementation of In-person Classes	Comparison to distance learning modalities	14	28.00%
	Student-centered Focus	7	14.00%
	Positive emotional experiences	8	16.00%
	Challenging Emotional experiences	12	24.00%
	Adaptations	9	18.00%

Table 1 presented an overview of the experiences described by respondents who had taught in-person classes during the full implementation of in-person teaching. The table included categories, themes, counts, and the percent code.

Comparison to Distance Learning

The "Comparison to distance learning modalities" category contained 14 codes, or 28 percent of all codes. This indicated that a significant number of respondents shared their perspectives on the comparison between teaching in-person classes and teaching through distance learning methods. Most of the respondents clearly favored and preferred teaching in-person over distance learning. The responses highlighted various advantages associated with

teaching in-person. One respondent, P1 said "It is better than that of modular and online distance learning." He expressed a preference for in-person teaching, stating that it was better than modular and online distance learning. Another respondent, P2 told "My experience in teaching face to face classes is totally different from modular. Hence, in person teaching is easy when it comes to teaching and assessment. There may be challenges along the way, but it is easy to communicate with the parents and learners." he emphasized the difference between face-to-face classes and modular learning, noting that in-person teaching was easier in terms of teaching and assessment. Effective communication with parents and learners was also mentioned as a positive aspect. P13 conveyed a higher level of satisfaction with in-person teaching, describing it as "much better than online." P23 said "It sees a new phase in teaching, students look too different in terms of interaction towards teachers and classmates." observed that in-person teaching brought about a new phase, with students displaying different interactions with teachers and classmates. The preference for face-to-face teaching was further supported by statements such as P24, who believed it was more likely to teach face-to-face, and P25, who asserted that teaching in-person was much easier. Enjoyment in teaching face-to-face classes was expressed by P28, while P29 simply stated that it was "more easier, more," indicating a stronger sense of ease and effectiveness. The responses also highlighted the benefits of increased student focus and engagement in in-person classes. P32 mentioned that teaching in-person was better because children were more focused on their studies. P33 said "After 2 years of distance learning classes, it feels like we are adjusting again. But I can say that it is much easier to teach face-to-face than distance learning." acknowledged the challenges of transitioning from distance learning but emphasized that teaching face-to-face was much easier than distance learning. Furthermore, P35 and P38 emphasized the positive impact of face-to-face interaction on students' learning said, "For me, it's much better and more productive in terms of students' learning compared to modular or online distance learning." P35 stated that "Much better than distance learning modalities because of face-to-face interaction of learners and teachers in the classroom." P38 further emphasized that teaching in-person was more productive for students' learning compared to modular or online distance learning.

The responses in Table 1's "Comparison to distance learning modalities" column indicate a clear preference for in-person instruction over distance learning. Respondents highlighted easier communication, increased student concentration, improved interaction, and overall satisfaction with the teaching experience. Contrary to the findings of (Foo, Cheung, & Chu, 2021), innovative educational adaptations were essential during the COVID-19 pandemic. However, additional evaluation is necessary prior to adoption permanence. A direct transition from traditional instruction to online instruction may not have the same impact. This study revealed that students utilizing DL PBL tutorials demonstrated lower levels of proficiency in crucial subject areas than those utilizing the conventional FF-approach. Based on the findings of (Paul & Jefferson, 2019), our study compared face-to-face and online modes of instruction for an environmental science course, in addition to evaluating gender and class rank. These data suggest that environmental science concepts can be translated similarly for non-STEM subjects on both traditional and online platforms, irrespective of gender or class standing. Numerous institutions of higher education permit students to enroll in an online course without enrolling in a degree program; consequently, this finding has significant social implications for advancing public access to and learning of scientific concepts. By utilizing the adaptability of online learning to teach environmental science fundamentals, it is possible to increase the number of non-STEM majors participating in citizen science. In conclusion, the respondents' preference for face-to-face instruction over distance learning is consistent with theories that emphasize the importance of social interaction, immediacy, and personalized engagement in education. Nevertheless, it is essential to recognize that both modalities have their benefits and can be effective with the proper adaptation and instructional design. As educational institutions continue to navigate the challenges posed by the pandemic and beyond, implementing innovative teaching strategies and leveraging technology can maximize the benefits of both face-to-face and distance learning modalities.

Student-centered Focus

In Table 1, the category "Student-centered Focus" was assigned a total of seven codes, or 14 percent of the total. This category emphasizes the significance of prioritizing students' needs and classroom participation. These responses shed light on the experiences and perspectives of this category's respondents.

One respondent, P2 said "My experience in teaching face to face classes is totally different from modular. Hence, in person teaching is easy when it comes to teaching and assessment. There may be challenges along the way but it is easy to communicate with the parents and learners.", shared that their experience in teaching face-to-face classes was notably different

from modular learning. They found in-person teaching to be easier when it comes to teaching and assessment. Despite acknowledging potential challenges, they emphasized the ease of communication with both parents and learners. This suggests that face-to-face interaction allows for more effective communication and personalized support, enhancing the student- centered focus. P8 said, "Long patience to my students, as a teacher I need to combine the heart at knowledgeable lecture to my students. Because not all students are fast learners... so I need to monitor the slow learners." emphasized the necessity for patience when teaching students, particularly those who learn at a slower pace. The respondent mentioned the importance of combining both caring and knowledgeable lectures to accommodate different learning speeds. This response highlights the dedication required to monitor and support the progress of slow learners, emphasizing the student-centered approach. P9 said "Feels great because I was able to execute the lesson very well and it is very motivating that learners are excited and motivated to learn." expressed a positive sentiment, stating that executing the lesson well was rewarding, and the motivation and excitement displayed by the learners contributed to a great teaching experience. This response suggests that a student-centered focus fosters an environment where students feel engaged, motivated, and enthusiastic about their learning. On the other hand, P10 mentioned "I think it's a little bit hard because some of the students can't read well or somehow left behind in terms of the lesson. Most of them were modular during the pandemic. As a teacher, it was really challenging that's why I collaborate ideas with my co-teachers about the strategies or activities that we can use in our lessons. I also think different activities that can help students to easily understand our lesson. Moreover, I also try my best to connect with them personally to get to know them better and know how I can support them further." the challenges faced in teaching in-person, particularly with students who struggled with reading or lagged behind in the curriculum, possibly due to their previous experience with modular learning during the pandemic. To address these challenges, the respondent collaborated with co-teachers to develop strategies and activities that catered to different learning needs. The respondent also emphasized the importance of connecting with students personally to understand them better and provide appropriate support. This exemplifies the commitment to student-centered practices by adapting teaching methods and building stronger teacher- student relationships. According to P32, "It's better to teach in person because the children are more focused on their studies." He expressed the belief that teaching in-person is better because children are more focused on their studies. This indicates that the direct interaction and engagement in a physical classroom setting promote student attentiveness and concentration, supporting a student-centered learning environment. P34 said "Learners can interact more when it comes to in-person teaching." He highlighted that learners have more opportunities to interact when it comes to in-person teaching. This suggests that face- to-face interaction fosters collaborative learning, peer- to-peer discussions, and active participation, contributing to a student-centered approach. Lastly, P35 said "Much better than distance learning modalities because of face-to-face interaction of learners and teachers in the classroom." He emphasized that teaching in-person is much better than distance learning modalities due to the face-to-face interaction between learners and teachers in the classroom. This statement underscores the significance of personal connections and immediate feedback that can be facilitated in an in-person setting, aligning with a student-centered focus.

The responses in the "Student-centered Focus" category emphasize the significance of putting students' needs first, individualizing instruction, and cultivating an engaging learning environment. In promoting student-centered practices, they highlight the importance of effective communication, patience, motivation, collaborative activities, and face-to-face interaction. These responses highlight the importance of fostering an inclusive and supportive learning environment in which students feel valued, motivated, and actively engaged in their own education.

In contrast with the journal written by (Kaput, 2018) At Education Evolving, our seven student-centered learning principles guide all of our current and future work, and our theory of change reflects this belief. Specifically, we argue that two factors must occur to achieve student-centered learning:

Teachers, who interact closely with students, must have expanded professional roles in school design and administration.

Policy must enable and support innovation by removing barriers, establishing space, and encouraging educators who are reimagining learning.

The category "Student-centered Focus" in Table 1 correlates with a number of existing educational theories and approaches that emphasize student engagement, personalized learning, and the importance of social interactions in the learning process. Examine a few of these theories in light of the participant

responses.

Constructivism: The responses in this category reflect the constructivist learning theory, which emphasizes that learners actively construct their understanding and knowledge of the world through meaningful experiences and interactions. Participants highlighted the importance of face-to-face interaction, collaborative activities, and peer engagement. In accordance with constructivist principles, these aspects of in-person instruction foster a rich learning environment in which students can explore, share ideas, and construct knowledge collaboratively.

Several participants, when discussing differentiated instruction, emphasized the importance of being patient and understanding with students who have diverse learning requirements and paces. This is consistent with the principles of differentiated instruction, which advocate adapting instructional methods and content to the unique needs of each student. Teachers can create a student-centered learning environment that promotes academic growth for all students by recognizing and addressing each student's unique strengths and challenges.

Social Presence Theory: The emphasis on effective communication, personal relationships, and collaboration in face-to-face instruction is consistent with the social presence theory concept. According to this theory, learners' sense of belonging and social interaction in the learning environment play a significant role in their engagement and enjoyment of the learning process. In-person instruction offers more opportunities for real-time interactions, immediate feedback, and the development of strong teacher-student relationships, thereby enhancing social presence and creating a classroom that is student-centered.

In accordance with the Self-Determination Theory, some participants expressed their enjoyment and motivation in teaching face-to-face classes, indicating autonomy and satisfaction in their roles as educators. Individuals are motivated, in accordance with the Self-Determination Theory, when they experience autonomy, competence, and relatedness in their activities. Teachers may experience greater autonomy and competence in managing classroom dynamics and interacting directly with students in a face-to-face setting, resulting in increased motivation and a more student-centered instructional strategy.

The Maslow's Hierarchy of Needs reveals, finally: Maslow's hierarchy is consistent with the emphasis placed on addressing the social and emotional needs of students and providing a supportive and inclusive learning environment. Teachers can create a conducive learning environment in which students feel safe, respected, and engaged by meeting their psychological and physical needs. This atmosphere fosters a student-centered approach in which learning can thrive.

Positive emotional experiences

In Table 1, the category "Positive emotional experiences" accounted for eight codes, or 16 percent of the total. During the full implementation of in-person instruction, these responses reflect the positive emotions and experiences expressed by respondents in relation to teaching in-person classes.

P9 said "Feels great because I was able to execute the lesson very well and it is very motivating that learners are excited and motivated to learn." expressed a sense of feeling great because of successfully executing the lesson, which fostered motivation and excitement among the learners. This response suggests a feeling of accomplishment and satisfaction for the teacher, as well as a positive and engaging learning environment in the classroom. P12 described teaching in-person as fun and liberating, indicating a positive emotional experience associated with the sense of enjoyment and freedom derived from direct interaction with students in a face-to-face setting. P16 simply conveyed a feeling of being motivated. While no further details were provided, this response suggests that teaching in-person classes had a positive impact on the respondent's motivation as an educator. P19 said "I describe it as a refreshing experience as we are now back to the modality that we normally had before the pandemic." characterized the experience of returning to the pre-pandemic teaching modality as refreshing. This response highlights a sense of familiarity and normalcy associated with resuming in-person teaching, implying a positive emotional response linked to returning to a familiar teaching environment. P20 said "Exciting and exhausting at the same time." expressed a combination of excitement and exhaustion. Teaching in-person classes was perceived as exciting, due to the lively energy and interactions in the classroom. However, it was also acknowledged that this teaching modality could be physically and mentally demanding. P31 said "Going back to school to teach in-person again brings excitement both to us teachers and students." mentioned the excitement experienced by both teachers and students when returning to school for in-person teaching. This response emphasized the shared positive emotions among educators and learners, indicating a renewed enthusiasm and eagerness for face-to-face interactions in the educational setting. P38 said "For me, it's much better and more productive in terms of students' learning

compared to modular or online distance learning." expressed the belief that teaching in-person was significantly better and more productive in terms of students' learning compared to modular or online distance learning. This response demonstrated a positive evaluation of the teaching outcomes and perceived effectiveness of in-person classes, contributing to positive emotional experiences for both the teacher and the students. P40 said "It is good that we're back in face-to-face class, but it's quite challenging during the first week of classes since most of the students are still coping with the lessons they should have already learned." acknowledged the positive aspects of being back in face-to-face classes, while recognizing the initial challenges, particularly related to students catching up with missed lessons. This response demonstrated a positive outlook on returning to in-person teaching despite the initial difficulties.

In summary, the responses in the category "Positive emotional experiences" highlight a variety of positive emotions associated with teaching in-person classes. These include accomplishment, motivation, enjoyment, revitalization, excitement, and productivity. The respondents' positive emotional experiences indicate a general sense of satisfaction, engagement, and fulfillment in teaching in-person classes. These positive emotions can contribute to a conducive learning environment and improve the overall educational experience for teachers and students. In accordance with (Zhao & Song, 2022), blended learning systematically combines online and face-to-face learning. Learners frequently transition between online and offline environments. Consequently, their emotional experiences are unique. The purpose of this study was to examine the affective experience of learners in a BL context. The following conclusions were reached based on questionnaires and interviews with focus groups. Initially, the overall emotional experience of the students in the BL context was positive, and their emotional states varied. Second, both positive and negative emotions are stronger in face-to-face classes compared to online learning. Face-to-face instruction includes a sense of challenge and community, but students are more anxious. The online learning environment is relaxing, but students experience more boredom and frustration than in traditional classrooms. Third, eleven factors that influence academic emotions were identified, of which the degree of difficulty, readiness prior to class, burden, and interaction are unique to BL and merit special consideration. These results provide evidence of the academic emotions of BL learners. It also provides course designers with a practical guide for designing online or face-to-face learning activities, creating learning resources, and cultivating learning strategies that elicit feelings that are conducive to effective and in-depth learning.

Challenging Emotional experiences

In Table 1, the category "Challenging Emotional Experiences" was assigned a total of 12 codes, representing 24 percent of all codes. During the full implementation of face-to-face instruction, these responses represent the difficult emotional experiences reported by respondents who taught face-to-face classes.

P3 said "I would describe it as challenging for now because of the transition from distance learning to in-person classes. But I can also say that it is adaptable since we are used to this way of teaching before the pandemic." described the experience as challenging due to the transition from distance learning to in-person classes. The respondent also acknowledged adaptability based on prior experience with this teaching method before the pandemic. This response highlighted the initial difficulty of adjusting to the change in modality and the need to adapt to the new circumstances. P5 said “It is quite challenging knowing that face-to-face learning had stopped for 2 years, and the students' way of learning has changed." expressed the challenge of face-to-face learning being interrupted for two years and the students' changed learning patterns. The respondent recognized the impact of the extended break on the students' learning and the adjustments required to accommodate their altered learning behaviors. P6 said “It's challenging." simply stated that it was challenging, indicating a general difficulty encountered while teaching in-person classes. This response suggested that the teaching environment presented obstacles and demands that may have been emotionally challenging for the respondent. P11 said "Great yet it's quite stressful to handle, maybe because of changes in the learning modality." described the experience as great but stressful, due to the changes in the learning modality. This response highlighted the mixed emotions associated with teaching in-person, acknowledging positive aspects alongside the stress and pressure that could arise from the transition and adjustment. P14 said "It is likely challenging! Challenging because there are massive changes among learners, knowing they were drawn to study at home for two years, so their attention span is likely short probably because of their engagement to gadgets and their habit of learning in-person affects a lot, but then not totally disrupted, several students were eager to show their affection and interest in dealing with learning with interaction with the teachers." expressed

that teaching in-person was likely challenging due to the significant changes observed among learners. The respondent noted the impact of remote learning, shorter attention spans, and a shift in learning habits. However, they also acknowledged that not all students had been completely disrupted and that some showed interest and engagement in learning through teacher interaction. P18 said "Stressful because learners are not participative at first or in the process of transition." characterized the experience as stressful, particularly during the transition phase when learners may not have initially exhibited active participation. This response highlighted the difficulties faced in engaging students and fostering their involvement during the shift from distance learning to in-person classes. P21 said "It is hard for us to teach wearing a mask." pointed out the challenge of teaching while wearing a mask. This response acknowledged the physical discomfort and potential hindrance to communication that could arise from the mandatory use of masks in the classroom. P26 "Teaching in in-person classes is challenging because of the behavior of the students." identified the challenging aspect of teaching in-person classes as related to student behavior. This response suggested that managing student behavior could be emotionally demanding for the respondent. P27 "The shift to online and remote learning has presented many challenges for educators. They have had to quickly adapt to new technologies and teaching methods, and often have had to do so with limited support and resources. Many have also struggled to engage and connect with students in the same way they could in a face-to-face classroom setting." reflected on the broader challenges faced by educators during the shift to online and remote learning. The response acknowledged the need for quick adaptation to new technologies and teaching methods, often with limited support and resources. It also mentioned the struggle to connect and engage with students in the same way as in a face-to-face classroom setting. P30 said “Challenging." simply stated that it was challenging without further elaboration, indicating the presence of difficulties encountered while teaching in-person classes. P37 "Exhausting maybe because of the adjustment from distance learning to face-to-face and the number of students, but exciting at the same time." said characterized the experience as exhausting due to the adjustment from distance learning to face-to-face instruction and the larger number of students. However, it also conveyed a sense of excitement associated with teaching in-person. P39 said "It was a challenge going back to in-person classes. The process is more tiring than it was before." described the challenge of returning to in-person classes, noting that the process was more tiring than before. This response acknowledged the additional demands and fatigue that could arise during the transition to teaching in-person.

The responses in the "Challenging Emotional Experiences" category highlighted the difficulties and emotional obstacles encountered when teaching in-person classes. Among these were the transition from distance learning, altered student learning behaviors, stress, engagement issues, behavior management, mask-wearing, exhaustion, and the need for rapid adaptation. These responses highlighted the emotional and professional obstacles educators face during the transition to face-to-face instruction, highlighting the importance of support, flexibility, and strategies to effectively address these obstacles. All of these are rooted in the concept of "Emotional Labor," which was originally defined as the process through which employees are expected to manage their emotions in accordance with organizationally-defined rules and guidelines (Hochschild, 1983). It states that when a person engages in emotional labor, they are able to regulate their emotions in a way that makes others feel more at ease. Individuals manage their emotions by actively shaping and directing their feelings, while being cognizant of the limitations that social structure and institutions impose on these efforts.

Adaptations

In Table 1, the "Adaptations" category accounted for nine codes, or 18 percent of the total. During the full implementation of in-person teaching, this category represented the various adaptations and adjustments reported by respondents while teaching in-person classes.

P2 said, "My experience in teaching face to face classes is totally different from modular. Hence, in person teaching is easy when it comes to teaching and assessment. There may be challenges along the way, but it is easy to communicate with the parents and learners." P2 describes the experience of teaching face-to-face classes as significantly different from modular learning. The respondent highlights the ease of communication with parents and learners in this teaching modality. However, they also acknowledge the presence of challenges that may arise during the transition. P3 said, "I would describe it as challenging for now because of the transition from distance learning to in person classes. But I can also say that it is adaptable since we are used in this way of teaching before the pandemic." P3 acknowledged the initial challenges related to the transition from distance learning to in-person classes. Despite the challenges, the respondent noted the adaptability of teachers to this

mode of teaching, given their prior experience with it before the pandemic. P4 said, "Most of us were excited to start the in-person classes when the pandemic surge subsided. However, the cognitive development and attention span of students seemed to fluctuated and/or stopped at the level they were at when pandemic struck. Therefore, we, teachers, had to adjust our lessons and re-discuss the prerequisites before discussing the MELC for that grade level. First couple of months were full of adjustments and re-assessing students." P4 shared the excitement of starting in-person classes after the pandemic surge subsided. However, they also noted that the extended break may have affected students' cognitive development and attention span, necessitating adjustments in lesson planning and reassessing students' understanding of prerequisites. P10 said, "I think it's a little bit hard because some of the students can't read well or somehow left behind in terms of the lesson. Most of them were modular during the pandemic. As a teacher, it was really challenging that's why I collaborate ideas with my co-teachers about the strategies or activities that we can use in our lessons. I also think different activities that can help students to easily understand our lesson. Moreover, I also try my best to connect with them personally to get to know them better and know how I can support them further." P10 highlighted the difficulties faced by some students who may have fallen behind during the pandemic, particularly those who were primarily engaged in modular learning. The respondent described collaborative efforts with co-teachers to devise strategies and activities to support these students and enhance their understanding. P14 said, "It is likely challenging! Challenging because there are massive changes among learners, knowing they were drawn to study at home for two years, so their attention span is likely short probably because of their engagement to gadgets and their habit of learning in-person affects a lot, but then not totally disrupted, several students were eager to show their affection and interest in dealing with learning with interaction with the teachers." P14 emphasized the challenge of massive changes among learners who were accustomed to studying at home for two years. The respondent noted potential impacts on attention spans due to increased engagement with gadgets, but also observed students showing affection and interest in interactive learning with teachers. P17 said, "It was actually an adjustment after two years of hibernation." P17 characterized the experience as an adjustment after two years of hibernation, reflecting the need to re-adapt to the in-person teaching environment after an extended period of remote learning. P22 said, "The experience has been renewed after the pandemic. More patience, more consideration, not too demanding." P22 described the experience as renewed after the pandemic, emphasizing increased patience and consideration in the teaching approach, with a reduced demand for students to cope with the changes. P27 said, "The shift to online and remote learning has presented many challenges for educators. They have had to quickly adapt to new technologies and teaching methods, and often have had to do so with limited support and resources. Many have also struggled to engage and connect with students in the same way they could in a face-to-face classroom setting." P27 reflected on the broader challenges faced by educators during the shift to online and remote learning. The response acknowledged the need for quick adaptation to new technologies and teaching methods, often with limited support and resources. It also mentioned the struggle to engage and connect with students in the same way as in a face-to-face classroom setting.

P37 said, "Exhausting maybe because of the adjustment from distance learning to face-to-face and the number of students, but exciting at the same time." P37 described the experience as both exhausting and exciting, suggesting the mixed emotions associated with adjusting from distance learning to face-to-face instruction, coupled with the challenges of managing a larger number of students.

The responses in the "Adaptations" section highlight the numerous adjustments and modifications that these teachers made while instructing in-person classes. These include adapting to a different mode of instruction, addressing issues related to students' learning gaps, engaging in collaborative planning, demonstrating patience with students, and coping with the demands of transitioning from online to face-to-face learning. These responses highlight the adaptability and resiliency of educators in responding to the unique demands of the post-pandemic teaching environment in order to foster a conducive environment for student learning. According to Jean Piaget's "Adaptation Theory," adaptation is the capacity to acclimate to new information and experiences. Adapting to a constantly shifting environment is learning. As a result of adaptation, we can implement new behaviors that enable us to deal with change.

In conclusion, the experiences of the teachers demonstrated their adaptability and resiliency as they responded to the ever-changing circumstances of teaching post-pandemic. While the passage mentions Jean Piaget's adaptation theory, it is important to note that the teachers' responses are more closely aligned

with educational concepts such as pedagogical flexibility, teacher agency, and experiential learning than with Piaget's cognitive development theory. Nonetheless, educators' commitment and adaptability are essential for fostering an environment that encourages their students' ongoing learning and development.

Table 2. *Comparisons and Contrasts of Teaching Experiences Under Distance Learning and In-person Learning*

Category	*Themes*	*Count*	*% Codes*
Comparisons and Contrasts of Teaching Experiences Under Distance Learning and In-person	Assessment and Progress Monitoring	17	19.80%
	Stress and Fulfillment	9	10.50%
	Effectiveness and Limitations	16	18.60%
Comparisons and Contrasts of Teaching Experiences Under Distance Learning and In-person Learning	Technology and Connectivity	8	9.30%
	Preparations and Communication	19	22.10%
	Learning Environment and Engagement	17	19.80%

The Table 2 shows the Comparisons and Contrasts of Teaching Experiences Under Distance Learning and In-person Comparisons and Contrasts of Teaching Experiences Under Distance Learning and In-person Learning. Six themes were found after the process of coding namely Assessment and Progress Monitoring, Stress and Fulfillment, Effectiveness and Limitations, Technology and Connectivity, Preparations and Communication, Preparations and Communication, and Learning Environment and Engagement.

Assessment and Progress Monitoring

The theme "Assessment and Progress Monitoring" was represented by 17 counts, or 19.80% of all codes. This theme compares and contrasts the experiences of teachers in assessing and monitoring student progress under distance learning and face-to-face learning.

P1 shared their experience with distance learning, stating, "In distance learning, I barely recognize students while in face-to-face set-up, I am able to meet them personally, talk to them, and have real interaction with them. I can also measure students' ability when in-person class started." This response highlights the challenge of limited personal interaction in distance learning, making it difficult for the teacher to fully recognize and assess students' abilities compared to in-person classes. P8 expressed a preference for in-person learning, saying, "Much better is in person learning.to fast communicate with each other." This response emphasizes the advantage of fast and direct communication in the face-to-face learning setting, enabling teachers to assess student progress more effectively. P13 highlighted the benefits of in-person learning, stating, "In-person learning, you can already assess the learning of the student and address their need immediately." This response emphasizes the real-time assessment and immediate support that in-person teaching allows, contributing to effective progress monitoring. P15, who experienced both distance and in-person learning as an MDL teacher during the pandemic, mentioned challenges faced during distance learning: "Some students did not pass their activities during the retrieval. As an MDL teacher, I need to follow up activity and performance tasks of my students. Also, I need proper communication with students and the parent through home visitation, calls, text, messages, or any multimedia platform to monitor and guide them in their tasks in answering all the activities." This response highlights the need for additional efforts in following up with students and ensuring effective communication to support progress monitoring during distance learning. P17 pointed out, "There is a big difference between distance learning and in-person learning. In distance learning specifically in modular distance learning (MDL) wherein teachers gave instructions and feedbacks on lessons and communication was kept open through group chat. It was different in in-person learning wherein teachers have face-to-face encounters with the learners which I prefer personally." This response indicates a preference for in-person teaching due to the advantages of face-to-face encounters and direct communication, facilitating better progress monitoring, and understanding of students' needs. P18 mentioned, "Distance learning is more stressful as compared to in-person learning. Even though learners were provided with learning materials, it was difficult to assess the academic performance of the student during the pandemic." This response highlights the challenges faced in assessing students' academic performance authentically during distance learning, contributing to higher stress levels for educators.

P21 highlighted the differences in the teaching experiences between distance learning and in-person learning, emphasizing the ease of assessing students and addressing their needs in the latter. P31 mentioned, "During the distance learning, the teachers had experience difficulty in Internet connectivity which hinders the teaching process. But now that we are having face to face classes again, teachers can monitor the students performance and attentiveness in class better." This response highlights the challenges posed by internet connectivity during distance learning and the improved ability to monitor student performance in face-to-face classes. P33 emphasized, "Teaching in face to face class is more easier for us teachers unlike in distance learning where we were not

sure if our students are learning since they only use modules." This response emphasizes the difficulty in assessing students' engagement and learning progress when relying solely on modules during distance learning. P35 pointed out, "In distance learning, you cannot express or elaborate more on the discussion of the lesson and it is difficult to know your learners better, it is very limited. While in-person teaching, you get to know well your learner better, what are their strength and weaknesses." This response highlights the limitations of distance learning in terms of expression, elaboration, and understanding students' strengths and weaknesses compared to in-person teaching. P36 emphasized the challenges of ensuring the authenticity of students' work in distance learning, stating, "In distance learning, for example, you are not sure if the student in their performance task have done their own task, but in in-person learning, you will see it on the spot."

P37 highlighted the advantage of immediate result checking in face-to-face teaching compared to the delayed process in distance learning, saying, "In face-to-face, I can check right away results while in distance learning, I'll wait for the retrieval."

The responses to the "Assessment and Progress Monitoring" theme illustrate the differences and challenges teachers face when assessing and monitoring student progress under distance learning and face-to-face learning. In-person instruction permits more direct and immediate assessments, fostering better teacher-student interactions, whereas distance learning presents obstacles relating to communication, assessment authenticity, and technological limitations. Understanding these experiences can help educators customize effective assessment strategies and support systems for each teaching modality in order to improve student learning outcomes. According to the research of Dikli (2003), there is no optimal method for evaluating distant learners. As previously discussed, both types of assessments have advantages and disadvantages. There must be a balance between conventional and alternative evaluation methods. Teachers must consider content, context, and audience when selecting an assessment strategy. After precisely defining the objectives, it is necessary to employ the appropriate evaluation tools. Depending on the nature of the instruction, a combination of the two assessment strategies may be suitable. However, assessment and evaluation activities should not be viewed as the only evaluation methods; rather, the performance of students in modules such as wiki, assignment, blog, and forum can be viewed as evaluation instruments. When evaluating these modules, the instructor should evaluate both the quantitative values (frequency of use, response time, etc.) and the quality of student responses. It is believed that qualitative evaluation is more important than quantitative evaluation. Similar results were obtained by Hara et al. (2000) and Yorke et al (2006). It is believed that security flaws in online examinations can be eliminated by placing a greater emphasis on the evaluation procedure. Howland and Moore (2002) state that students dislike forum discussions. In contrast to the findings of Howland and Moore (2002), this article presents the participants' favorable opinions regarding the use of forum responses as an assessment and evaluation criterion. This disparity is a result of the sample population's diversity. In addition to exams, log records, analysis of student behavior, participation in forum discussions, sharing of materials and information, timely submission of homework and projects, and active participation in synchronous courses should be considered in the evaluation of students in distance education.

Stress and Fulfillment

The theme "Stress and Satisfaction" received nine counts, representing 10.50% of all codes. This theme explores the emotional experiences of stress and satisfaction reported by teachers navigating distance learning and face-to-face teaching.

P6 shared their perspective, stating, "Distance learning is more difficult than in-person." This response indicates that the challenges faced during distance learning outweigh those encountered in the traditional in-person teaching setup. P10 expressed a preference for in-person teaching, stating, "I prefer in person or face to face because I am able to see or interact personally with my students. Unlike during modular distance learning, it was hard to familiarize my students. I can only communicate with them in cellphone, messenger, and Facebook page. Today I can easily answer their queries about our lesson during or right after the lesson. Thank God that we went back to our usual classroom settings now." This response highlights the difficulty of establishing personal connections with students during distance learning, emphasizing the value of face-to-face interactions and immediate feedback in the traditional classroom setting. P12 stated, "Distance learning doesn't give me the kind of fulfillment I feel whenever I teach in-person." This response illustrates the lack of fulfillment experienced by the teacher while conducting distance learning compared to the sense of fulfillment they derive from in-person teaching. P16 shared, "There are lots of challenges and concern

during distance learning rather than in person classes of teaching." This response indicates that distance learning presents numerous challenges and concerns for the teacher, which may not be as prevalent in the in-person teaching environment. P18 reiterated, "Distance learning is more stressful as compared to in-person learning. Even though learners were provided with learning materials, it was difficult to assess the academic performance of the student during the pandemic." This response emphasizes the increased stress experienced by teachers during distance learning, despite the provision of learning materials. The difficulty in assessing students' academic performance during the pandemic adds to the stress. P26, as a TLE teacher, expressed a preference for in-person teaching, stating, "Teaching under in-person learning is better because as a TLE teacher, we can show directly the skills that the students have to learn and they can perform it at the same time rather than distance learning." This response underscores the advantages of demonstrating practical skills in the in-person setting, where students can directly perform and engage in hands-on learning experiences. P35 highlighted the limitations of distance learning, stating, "In distance learning, you cannot express or elaborate more on the discussion of the lesson, and it is difficult to know your learners better, it is very limited. While in-person teaching, you get to know your learner better, what are their strength and weaknesses." This response emphasizes the challenges of fostering deep engagement and understanding of students' strengths and weaknesses in distance learning compared to the in-person teaching environment. P36 emphasized the difficulty in ensuring the authenticity of students' work during distance learning, stating, "In distance learning, for example, you are not sure if the student in their performance task has done their own task, but in in-person learning, you will see it on the spot." P38 shared their perspective on the pros and cons of distance learning, stating, "Both have pros and cons. For pros, in DL, teaching and learning happen at the comfort of their home, students can seek help from their family. For cons, the internet is intermittent and not all students have the capability of attending online classes so the only choice they have is by module learning which is quite difficult for both parties because students have to learn on themselves and only have a minimum to non-chance of having a conversation with the teachers." This response acknowledges the convenience of distance learning being conducted from home, but also highlights the challenges posed by internet connectivity and the limitations of module-based learning in terms of student-teacher interactions.

The responses within the "Stress and Satisfaction" theme illustrate the emotional experiences of teachers in both distance learning and traditional classroom settings. While in-person teaching is associated with a sense of satisfaction and immediate student interaction, distance learning presents difficulties in establishing personal connections, evaluating student progress, and fostering meaningful discussions. The added complexities of distance learning, such as internet connectivity issues and limitations in real-time feedback and interaction, may increase stress levels. Understanding these experiences can help education systems and institutions provide adequate support and resources to address the emotional needs of teachers and create conducive teaching environments, resulting in enhanced teaching experiences and improved student outcomes.

Given that emotion plays a significant role in teaching and learning (Hargreaves, 1998), understanding the role of my own and my students' emotions in pedagogy and learning has become essential for effective practices and emotional health in my professional development. This highlights the importance of teacher reflection, which should incorporate teachers' and students' emotional experiences in addition to their cognitive skills. Writing and reflecting on emotional struggles, as well as researching students' perspectives on their participation and emotional experiences in an online environment, elevated self-study to the forefront of my professional development and personal growth in the areas of affect and education, according to the study by Song (2021).

Effectiveness and Limitations

The theme "Effectiveness and Limitations" received 16 counts, which represents 18.60% of all codes. This theme compares and contrasts distance learning and face-to-face instruction in terms of their perceived effectiveness and limitations, as perceived by the instructors.

P2 highlighted the challenges faced in modular distance learning, stating, "In modular, there has difficulty in teaching and assessment since learners are not going to school. While, in person learning is easy for the teachers to handle learners who are lagging behind and their misbehaviors." This response emphasizes the difficulties in teaching and assessing students' progress during distance learning when physical interaction is limited. In-person learning is seen as more effective in managing students' challenges and behaviors. P3 pointed out the

resource constraints in distance learning, stating, "In distance learning, it is very challenging because of the resources needed like stable internet and gadgets. Also, we cannot assure students' progress since they all have different resources and support in doing their tasks. Unlike in in-person, it's easy to assess students' learning and identify their capabilities." This response underscores the importance of stable internet connectivity and access to gadgets for effective distance learning. In-person teaching is seen as more reliable for assessing students' learning outcomes and capabilities. P4 shared their approach to teaching in both modalities, stating, "Distance learning and in-person learning both require preparation. In both modalities, I think of creative games that are related to the topic so my students would have fun while learning. It just requires more of my time during distance learning. I have to keep my lines open to be able to answer my students' queries about the lessons. It also was very difficult to explain the lesson via asynchronous learning. So I decided to create animated videos of the lessons which I can send to my students and they can access anytime." This response emphasizes the need for preparation in both teaching approaches and the additional efforts required for effective distance learning, including providing accessible learning materials and maintaining open communication with students. P9 highlighted the gap between students and teachers in distance learning, stating, "The comparison between in-person and face to face are both students and teachers are willing to participate in the teaching and learning process. While in distance learning, there is a gap between the student and teacher due to the limited internet connection and availability of gadgets." This response acknowledges the challenges posed by limited internet connectivity and device access, which can hinder the full participation and engagement of students and teachers in distance learning. P19 emphasized the limitations of class discussions in distance learning, stating, "I still prepare my lessons based on the curriculum, lesson plans, and kinds of students that I will handle even it is in distance or in-person learning. But there is a huge difference when having class discussions because we cannot properly interact with the students in distance learning." This response highlights the difficulties in facilitating effective class discussions and interaction with students during distance learning. P21 contrasted the advantages of in-person learning with the challenges faced during distance learning, stating, "During distance learning, teachers can do a lot of household chores before or after class. But the delivery of the lesson was weak. In-person learning, we, teachers, assess the students easily. We can reach out the students' needs from time to time." This response emphasizes the flexibility in managing time during distance learning but acknowledges the limitations in lesson delivery and student assessment compared to the more effective interaction and support provided in the in-person teaching setting. P23 shared the differing experiences of teachers and students in distance learning, stating, "Distance learning finds easier on the part of the teachers but so hard on the part of most students." This response suggests that distance learning may present challenges for students, while teachers may find it comparatively easier. P28 emphasized the advantages of in-person teaching in distinguishing actively engaged students, stating, "Teaching in person is much better than distance learning because we can distinguish students who are really studying." P30 highlighted the trade-off between safety and transfer of learning in distance learning, stating, "Distance learning is safer (from health hazard); however, there is a struggle in the transfer of learning. In-person learning, teaching, and learning is more effective." P31 shared the difficulties faced with internet connectivity during distance learning, stating, "During the distance learning, the teachers had experience difficulty in Internet connectivity which hinders the teaching process. But now that we are having face-to-face classes again, teachers can monitor the students' performance and attentiveness in class better." P34 expressed their appreciation for teaching at home during distance learning but acknowledged the advantages of in-person classes in terms of concentration and reduced distractions. P40 compared the conduciveness of distance learning in terms of time, space, and teaching strategies with the essence of in-person classes, suggesting that in-person teaching holds a unique value that might be lacking in distance learning.

The responses to the "Effectiveness and Limitations" theme demonstrate the diversity of teachers' perspectives on the effectiveness and limitations of both distance learning and in-person instruction. Due to resource limitations, limited interaction, and connectivity issues, distance learning is perceived as difficult, whereas in-person instruction is viewed as more effective in terms of student assessment, class discussions, and engagement. However, distance learning is also valued for its adaptability, safety advantages, and creative teaching opportunities. The comprehension of these experiences. The majority of students have access to laptops or smartphones and the internet at home, according to the findings of (Basar et al., 2021). Moreover, it was found that computer proficiency and comfort were high (>93 percent). In spite of this, their motivation for online learning was low (41.5%) and their ability to work in groups was

average (66.7 percent). In addition, 98 percent of respondents agreed that traditional instruction (face-to-face) was essential to their learning. The government, school administrators, teachers, and parents can use these findings to recognize the importance of well-equipped facilities and a stable internet connection for effective learning. Faculty and students concurred in the study (Almahasees et al., 2021) that online education is advantageous during the current pandemic. However, it is less effective than in-person learning and instruction. Adapting to online education, especially for deaf and hard of hearing students, a lack of interaction and motivation, technical and Internet issues, data privacy, and security were cited by students and faculty as obstacles to online learning. Additionally, they agreed on the advantages of online education. Self-learning, low costs, convenience, and adaptability were the major benefits. Even though COVID-19 makes online learning a temporary substitute, it cannot replace face-to-face instruction.

Technology and Connectivity

The theme "Technology and Connectivity" received eight counts, representing 9.30% of all codes. This theme investigates the perceived challenges and implications of technology and connectivity in both distance learning and in-person instruction.

P3 highlighted the challenges posed by distance learning, stating, "In distance learning, it is very challenging because of the resources needed like stable internet and gadgets. Also, we cannot assure students' progress since they all have different resources and support in doing their tasks. Unlike in in-person, it's easy to assess students' learning and identify their capabilities." This response emphasizes the importance of stable internet connectivity and access to gadgets for effective distance learning. In contrast, in-person teaching is seen as more reliable for assessing students' learning outcomes and capabilities. P9 pointed out the gap between students and teachers in distance learning, stating, "The comparison between in-person and face to face are both students and teachers are willing to participate in the teaching and learning process. While in distance learning, there is a gap between the student and teacher due to the limited internet connection and availability of gadgets." This response acknowledges the challenges posed by limited internet connectivity and device access, which can hinder the full participation and engagement of students and teachers in distance learning. P10 expressed a preference for in-person teaching due to the personal interactions with students, stating, "I prefer in-person or face to face because I am able to see or interact personally with my students. Unlike during modular distance learning, it was really hard to familiarize my students. I can only communicate with them in cellphone, messenger, and Facebook page. Today I can easily answer their queries about our lesson during or right after the lesson. Thank God that we went back to our usual classroom settings now." This response emphasizes the value of face-to-face interactions in building connections and addressing student queries more effectively compared to the limitations of distance learning. P15 shared their experience as an MDL teacher during the pandemic and the need for effective communication and monitoring of students' tasks, stating, "My teaching experience during distance and in-person learning as an MDL teacher during the pandemic. Some students did not pass their activities during the retrieval. As an MDL teacher, I need to follow up activity and performance tasks of my students. Also, I need proper communication with students and the parent through home visitation, calls, text, messages, or any multimedia platform to monitor and guide them in their tasks in answering all the activities." This response highlights the challenges faced in distance learning when ensuring students' engagement and progress require consistent communication and support through various platforms. P16 identified the concerns and challenges of distance learning compared to in-person classes, stating, "There are lots of challenges and concern during distance learning rather than in-person classes of teaching." This response suggests that distance learning presents specific challenges and concerns that may not be as prevalent in traditional in-person teaching settings. P31 highlighted the difficulty in internet connectivity during distance learning, stating, "During distance learning, the teachers had experience difficulty in Internet connectivity which hinders the teaching process. But now that we are having face-to-face classes again, teachers can monitor the students' performance and attentiveness in class better." This response emphasizes the importance of stable internet connectivity for effective distance learning and the benefits of face-to-face classes in monitoring student performance and attentiveness. P38 discussed the pros and cons of both distance learning and in-person teaching, stating, "Both have pros and cons. For pros, in DL, teaching and learning happen at the comfort of their home, students can seek help from their family. For cons, the internet is intermittent, and not all students have the capability of attending online classes, so the only choice they have is by module learning which is quite difficult for both parties because students have to learn on themselves and only have a minimum to non-chance of having a conversation with the teachers. (I haven't experienced

modular learning since I was assigned in online DL.)" This response highlights the convenience and accessibility of learning from home in distance learning but also acknowledges the challenges posed by internet connectivity issues and the limitations of asynchronous learning through modules. P39 shared their perspective on the preparation required for both teaching approaches, stating, "Both require a lot of preparation, but I think in-person learning provides more opportunities for students to learn because teachers can thoroughly discuss the lessons without hindrances that we experienced in distance learning such as internet connectivity issues for ODL and unexplained instructions for MDL." This response emphasizes the value of in-person teaching in facilitating comprehensive discussions and opportunities for student learning without the limitations posed by technology-related issues in distance learning.

The responses to the "Technology and Connectivity" theme collectively emphasize the importance of technology and Internet connectivity to the efficacy of distance learning. Stable internet access and the availability of electronic devices are essential for facilitating successful distance learning experiences. In addition, the challenges and limitations of distance learning include the potential gap between students and instructors, difficulties in familiarization and communication, and worries about internet connectivity and instructional delivery. In contrast, face-to-face instruction is perceived to offer more direct and interactive engagement with students, resulting in more accurate assessment and comprehensive lesson discussions. Understanding these challenges and advantages can aid in the creation of strategies to optimize both distance learning and in-person teaching methods. According to Yeh and Tsai (2022), the barriers to massive online teaching and learning consist of a first-order barrier (technological or external barrier), a second-order barrier (internal barrier or teachers' and parents' beliefs), a third-order barrier (design thinking barrier), and a 2.5th order barrier (the belief of teachers and parents) (classroom management barrier). Teachers and students alike are negatively impacted by unstable or limited internet connectivity, which directly impedes students' rights in massive online education. Parents are tasked with providing a variety of support for their children's online learning at home, while teachers are faced with the necessity of an immediate pedagogical overhaul. Some students are dealing with videoconferencing fatigue and an excess of resources and technology time. This study also identifies a group of learners who have been neglected, the videoconferencing refugees, who have limited Internet access and have lost learning opportunities. If the four orders of barriers can be overcome, the transition to massive online education may be feasible on a global scale. In the study by (Asio, Gadia, Abarintos, Paguio, & Balce, 2021), it was suggested that based on the findings of this preliminary survey, the following recommendations should be made: Providing students with pocket WiFi, especially in remote areas with abundant data connections. With the aid of local government units (LGUs), extremely needy and qualified students receive additional educational supplies. Provision of Wifi hotspots at community locations, such as plazas, barangay centers, Barangay Police outposts, etc., where students can access it for free. The provision of potential services to assist and aid students in implementing flexible learning through online delivery. Enhancement of the IT infrastructure to facilitate adaptable teaching and continuous student learning. Adjustment of program offerings and curriculum competencies based on the students' and institution's capacity to implement online learning delivery. Inclusion of flexible teaching and learning in the institution's strategic plan as a potential alternative mode of delivery.

Preparation and Communications

The theme "Preparations and Communication" was represented by 19 counts, or 22.10 percent of all codes. This theme examines teachers' preparation for and communication with students in both distance learning and traditional classroom settings.

One teacher (P4) highlighted the need for preparation in both distance learning and in-person teaching, stating, "Distance learning and in-person learning both require preparation. In both modalities, I think of creative games that are related to the topic so my students would have fun while learning. It just requires more of my time during distance learning. I have to keep my lines open to be able to answer my students' queries about the lessons. It also was very difficult to explain the lesson via asynchronous learning. So I decided to create animated videos of the lessons which I can send to my students and they can access anytime." This response emphasizes the importance of creative teaching methods and open communication in both teaching approaches, with the added challenge of adapting to asynchronous learning in distance education. Another participant (P7) emphasized the personal touch of teaching in comparison to distance learning, stating, "It was more on a personal touch of a teacher in teaching compared to distance learning." This response highlights the unique interactions and

connections that can be established in a face-to-face teaching environment, which may be limited in distance learning settings. One teacher (P9) compared the willingness of students and teachers to participate in both teaching modalities, stating, "The comparison between in person and face to face are both students and teachers are willing to participate in the teaching and learning process. While in distance learning, there is a gap between the student and teacher due to the limited internet connection and availability of gadgets." This response emphasizes the challenges posed by limited internet connectivity and device access, which can affect the level of participation and engagement in distance learning. Another teacher (P15), who experienced teaching during the pandemic as an MDL teacher, mentioned the need for proper communication and monitoring of students' tasks, stating, "My teaching experience during distance and in-person learning as an MDL teacher during the pandemic. Some students did not pass their activities during the retrieval. As an MDL teacher, I need to follow up activity and performance tasks of my students. Also, I need proper communication with students and the parent through home visitation, calls, text, messages, or any multimedia platform to monitor and guide them in their tasks in answering all the activities." This response highlights the importance of consistent communication and support through various platforms to ensure students' engagement and progress in distance learning. In the context of in-person learning, one teacher (P17) mentioned the difference in communication between distance learning and in-person learning, stating, "There is a big difference between distance learning and in-person learning. In distance learning, specifically in modular distance learning (MDL), teachers gave instructions and feedback on lessons, and communication was kept open through group chat. It was different in in-person learning, wherein teachers have face-to-face encounters with the learners which I prefer personally." This response indicates a preference for in-person teaching due to the advantages of face-to-face encounters and direct communication, which can facilitate better understanding of students' needs. Other participants shared their perspectives on the differences between distance learning and in-person teaching. One teacher (P19) noted the challenges of class discussions in distance learning, stating, "I still prepare my lessons based on the curriculum, lesson plans, and kinds of students that I will handle, even if it is in distance or in-person learning. But there is a huge difference when having class discussions because we cannot properly interact with the students in distance learning." This response highlights the limitations of interaction and engagement in distance learning settings, particularly during class discussions. One teacher (P20) expressed the ease of distance learning without the need for physical presence on school premises, contrasting it with the excitement and fatigue associated with in-person learning, stating, "It is easier under distance learning because of not having in the school premises while in-person learning, although it is exciting to see the students in actual, but it is very tiring." this response reflects the convenience and comfort of distance learning without the need for physical travel, while also acknowledging the excitement and exhaustion that come with in-person teaching. Another teacher (P21) noted the flexibility of doing household chores before or after class during distance learning but highlighted the weakness in lesson delivery, stating, "During distance learning teachers can do a lot of household chores before or after class. But the delivery of the lesson was weak. In-person learning, we, teachers, assess the students easily. We can reach out to the students' needs from time to time." This response highlights the advantages of flexibility in distance learning but also points out the challenges in effective lesson delivery compared to the ease of student assessment in face-to-face settings. A teacher (P22) expressed the contrasting experiences of distance learning and in-person learning, stating, "Distance Learning seems so near yet so far In-person - is much better to reach us both vice versa." This response suggests that while distance learning may provide some level of connectivity, the personal interactions in face-to-face teaching are more meaningful and effective. Another teacher (P25) emphasized the effectiveness of teaching strategies in face-to-face classes, stating, "If it is face-to-face classes, you can teach the lesson appropriately and think of strategies that will help the learning effective among the learners." This response highlights the advantages of real-time teaching and the ability to employ effective strategies that can enhance student learning in face-to-face settings. A participant (P27) provided a general description of distance learning and face-to-face learning, emphasizing the use of technology in distance learning and the physical presence of students and teachers in face-to-face learning. This response provides an overview of the two modalities, without offering specific insights into the challenges or benefits of each approach. Another teacher (P31) noted the difficulty in internet connectivity during distance learning and the benefits of face-to-face classes in monitoring student performance and attentiveness, stating, "During distance learning, the teachers had experience difficulty in Internet connectivity which hinders the teaching process. But now that we are having face to face classes again, teachers can monitor the students'

performance and attentiveness in class better." This response highlights the significance of stable internet connectivity for effective distance learning and the advantages of face-to-face classes in ensuring better monitoring of student progress and engagement. A teacher (P34) shared their experience of adapting to online distance learning during the pandemic, expressing appreciation for the comfort of teaching from home but acknowledging the challenges of distractions. This response also highlighted the ability to concentrate better in a face-to-face teaching environment. Another teacher (P35) noted the limitations of distance learning in elaborating on the discussion of lessons and understanding students better, stating, "In distance learning, you cannot express or elaborate more on the discussion of the lesson, and it is difficult to know your learners better; it is very limited. While in-person teaching, you get to know your learner better, what are their strengths and weaknesses." This response emphasizes the challenges of personal connection and understanding in distance learning, compared to the insights gained through face-to-face interactions in understanding students' strengths and weaknesses. Another participant (P38) shared the pros and cons of both distance learning and in-person teaching, highlighting the benefits of learning from home in distance learning but also acknowledging the challenges posed by intermittent internet connectivity and limited communication with teachers. This response reflects the convenience and accessibility of distance learning but also recognizes the drawbacks associated with technology-related issues. One teacher (P39) shared their perspective on the preparation required for both teaching approaches, stating, "Both require a lot of preparation, but I think in-person learning provides more opportunities for students to learn because teachers can thoroughly discuss the lessons without hindrances that we experienced in distance learning such as internet connectivity issues for ODL and unexplained instructions for MDL." This response emphasizes the value of in-person teaching in facilitating comprehensive discussions and opportunities for student learning without the limitations posed by technology-related issues in distance learning.

In terms of preparation and communication, the responses within the "Preparations and Communication" theme highlight the similarities and differences between distance learning and in-person instruction. Both methods require preparation, but distance learning may necessitate additional work to ensure effective communication and lesson delivery. Face-to-face instruction, on the other hand, enables more direct and meaningful interactions, which foster a deeper understanding of students' needs and progress. Teachers can adapt their strategies to optimize student learning and engagement in both teaching modalities if they are aware of these distinctions. In accordance with the findings of Khateeb, Shdaifat, and Shdaifa's (2020) study, communication techniques in Jordanian universities' distance education programs are moderately effective. In universities in Jordan that offer distance education, communication techniques have a moderate impact on student outcomes. There are significant gender and faculty differences in the attitudes of respondents, in favor of women and those enrolled in programs in the human sciences. There is no statistically significant difference between the respondents' attitudes according to their university year. Researchers advocate for the expansion of distance education. Moreover, according to (Zarzycka, Krasodomska, Mazurczak-Mka, & Turek-Radwan, 2021), their study contributes to the current understanding of distance learning by examining it through the lens of engagement theory (see Kearsley & Shneiderman, 1998). They complete the factors that influence student communication and collaboration in distance education. They illustrate the importance of student use of social media to the educational process. In addition, they argue that distance education should foster the development of soft skills, which are crucial for professional success (see Chugh & Ruhi, 2018; Voivonta & Avraamidou, 2018). The study may have practical implications as it argues for a wider use of social media in distance education for communication and collaboration. Teachers can promote Facebook or LinkedIn among students and encourage them to use them during group projects, for example.

Learning Environment and Engagement

The theme "Learning Environment and Engagement" was represented by 17 codes, or 19.80 percent of the total. This theme investigates the teachers' perspectives on comparing the learning environment and student engagement in distance learning and in-person instruction.

One teacher (P2) highlighted the challenges in teaching and assessing students in modular distance learning compared to in-person learning, stating, "In modular, there has difficulty in teaching and assessment since learners are not going to school. While in-person learning is easy for the teachers to handle learners who are lagging behind and their misbehaviors." This response emphasizes the advantages of face-to-face teaching in managing students' progress and behavior compared to the

limitations of distance learning. Another participant (P3) mentioned the challenges posed by distance learning in terms of resources and assessing student progress, stating, "In distance learning, it is very challenging because of the resources needed like stable internet and gadgets. Also, we cannot assure students' progress since they all have different resources and support in doing their tasks. Unlike in in-person, it's easy to assess students' learning and identify their capabilities." This response highlights the importance of stable internet connectivity and access to gadgets for effective distance learning, as well as the advantages of face-to-face teaching for assessing students' capabilities. One teacher (P5) described the communication and assessment differences between distance learning and in-person teaching, stating, "During Distance Learning, I have to message my students via messenger to update their missed activities, and if the students have a question regarding my subject, I must have to reply to them as soon as I can. In in-person learning, students' activities were passed on the same day, and teaching is easier as well as learning, for the students can ask questions, and you can answer it on the same time." This response highlights the real-time communication and immediate feedback available in face-to-face teaching compared to asynchronous communication in distance learning. Another teacher (P9) mentioned the gap between students and teachers in distance learning due to limited internet connectivity and gadget availability, stating, "The comparison between in person and face to face are both students and teachers are willing to participate for the teaching and learning process. While in distance learning, there is a gap between the student and teacher due to the limited internet connection and availability of gadgets." This response underscores the challenges of limited interaction and engagement in distance learning due to technology-related barriers. One participant (P11) emphasized the considerations required for distance learning, such as gadgets and means of communication, contrasting them with the face-to-face communication in in-person learning. This response highlights the reliance on technology and the potential complexities associated with distance learning. Another teacher (P14) described the differences in focus and learning experiences between in-person and distance learning, stating, "Teaching under in-person learning, learners are better able to focus and learn without distractions, and learners can interact directly with the teachers and lessons, whereas distance learning learners require more self-direction and discipline to get a complete output." This response emphasizes the advantages of reduced distractions and direct interaction in face-to-face learning, compared to the need for self-discipline and independence in distance learning. A teacher (P15), who experienced both distance and in-person learning as an MDL teacher during the pandemic, highlighted the need for proper communication and support to monitor and guide students' activities and tasks during distance learning. This response emphasizes the importance of consistent communication and engagement to ensure students' progress in distance learning. In the context of in-person learning, one teacher (P19) mentioned the challenges of class discussions in distance learning and the limitations in proper interaction with students. This response highlights the difficulties in fostering meaningful interactions and discussions in a distance learning environment. A participant (P24) pointed out the lack of interaction between teachers and students in distance learning, contrasting it with the face-to-face interaction in in-person classes. This response underscores the importance of personal interactions in promoting engagement and learning. Another participant (P27) provided a general description of distance learning and face-to-face learning, highlighting the use of technology in distance learning and the physical presence of students and teachers in face-to-face learning. This response provides an overview of the two modalities, without offering specific insights into the challenges or benefits of each approach. Another teacher (P31) mentioned the difficulty in internet connectivity during distance learning and the benefits of face-to-face classes in monitoring student performance and attentiveness. This response emphasizes the significance of stable internet connectivity for effective distance learning and the advantages of face-to-face classes in ensuring better monitoring of student progress and engagement. One teacher (P33) expressed the ease of teaching in face-to-face classes compared to the uncertainty of student learning in distance learning. This response highlights the challenges of assessing student progress in distance learning compared to the more direct interaction in face-to-face teaching. A teacher (P34) shared their experience of handling online distance learning during the pandemic and the comfort of teaching from home, while also acknowledging the benefits of face-to-face classes for concentration and focus. This response reflects the conveniences and distractions associated with each modality. Another teacher (P39) shared their perspective on the preparation required for both teaching approaches, stating, "Both require a lot of preparation, but I think in-person learning provides more opportunities for students to learn because teachers can thoroughly discuss the lessons without hindrances that we experienced in distance learning such as internet connectivity issues for ODL and unexplained

instructions for MDL." This response emphasizes the value of in-person teaching in facilitating comprehensive discussions and opportunities for student learning without the limitations posed by technology-related issues in distance learning. One participant (P40) mentioned the differences in the learning experience between distance learning and in-person classes, suggesting that distance learning may be more conducive to specific time and teaching strategies, while in-person learning may have lost some of its essence during restricted contact.

The responses to the "Learning Environment and Engagement" theme highlight the differences between distance learning and face-to-face instruction in terms of the learning environment, student interaction, and student engagement. In-person instruction provides more direct interaction and immediate feedback, fostering greater student engagement and comprehension. On the other hand, distance education offers flexibility, but it can be difficult to ensure effective communication and interaction. Understanding these distinctions can inform the design of learning experiences that optimize student engagement and learning outcomes for both pedagogical approaches. The focus of distance education and online learning research has been on computer-mediated communication, instructional design, learner characteristics, educational technology, and learning outcomes. However, little consideration has been given to the physical and social aspects of the physical environment in which the online learner is physically embedded (e.g., the home) that support and constrain learning activities. In addition, (Hollister, Nair, Hill-Lindsay, and Chukoskie, 2022) discovered that students have reported declines in live lecture participation and attendance, with 72 percent of students reporting that low lecture participation negatively impacted their online learning experience. The majority of students reported having trouble maintaining relationships with peers and teachers and keeping up with the pace of their coursework. However, students had positive views of their instructors. The fact that the majority of students felt more comfortable asking and responding to questions in online classes suggests that there may be aspects of online learning that students are receptive to and that may also benefit face-to-face classes.

Table 3. *Identified Challenges in the Full Implementation of In-person Classes*

Category	*Themes*	*Count*	*% Codes*
Identified Challenges in the Full Implementation of In-Person classes	Classroom Infrastructure and Facilities	26	19.00%
	Learning Gaps and Academic Challenges	24	17.50%
	Behavioral Issues and Student Discipline	24	17.50%
	Safety and Security	16	11.70%
	Teacher Workload and Teaching Loads	13	9.50%
	Student Engagement and Parent Involvement	14	10.20%
	Gender-Responsive Policy and Early Pregnancy	7	5.10%
	Professional Development	4	2.90%
	Learning Materials	9	6.60%

The "Identified Challenges in the Full Implementation of In-Person Classes" are presented in Table 3 with an insightful overview. This table contains a variety of significant themes and categories that have emerged during the examination of challenges associated with face-to-face instruction. Classroom Infrastructure and Facilities, Learning Gaps and Academic Challenges, Behavioral Issues and Student Discipline, Safety and Security, Teacher Workload and Teaching Loads, Student Engagement and Parent Involvement, Gender-Responsive Policy and Early Pregnancy, Professional Development, and Learning Materials are among the identified challenges.

Classroom Infrastructure and Facilities

The theme "Classroom Infrastructure and Facilities" received 26 counts, representing 19.0% of all codes. According to teachers, this theme encompasses a variety of challenges pertaining to the physical infrastructure and facilities in schools.

One respondent (P1) highlighted several challenges related to classroom infrastructure and facilities, stating, "A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. E. Available Water and Sanitation Facilities in the School F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. H. Availability of COVID-19 supplies for all." This response identifies multiple concerns, including the need for more classrooms to accommodate the number of students, learning gaps in numeracy and literacy, and the availability of usable furniture and learning materials. Similarly, another participant (P2) also addressed the ratio of instructional classrooms to the number of enrollments, stating, "A. Ratio of

instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. Our school is a big school and it accommodates a number of learners. However, there is a need for more classrooms to maximize the teaching and learning process. B. Learning gaps in numeracy and literacy. There are learners who still cannot read well and have the knowledge of numbers. It is quite alarming to teachers since they are already in Junior High School." This response highlights the need for additional classrooms to support effective teaching and address learning gaps in key subjects. Another respondent (P7) mentioned behavioral issues by students and the impact of early pregnancy cases in the school, stating, "I. Early pregnancy cases in your school., Ratio of instructional classrooms and number of enrollment., C. Behavioral issues by the students., The students who early pregnancy and I already enrolled in LIS. And the child who stress to me is the student who not." This response emphasizes the importance of addressing behavioral challenges and providing support for students facing early pregnancy. One teacher (P13) identified various challenges related to classroom infrastructure and facilities, stating, "A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. I. Early pregnancy cases in your school. J. The Gender-responsive Policy of the school. M. Safety and security of the learners and teachers. N. Engagement of parents and the wider school community in the educative process." This response highlights a comprehensive range of challenges, including classroom space, furniture, learning materials, safety, and parental engagement. Another participant (P15) mentioned the challenges related to the ratio of instructional classrooms and enrollment, as well as the lack of learning materials for enhanced subjects for STEM students, stating, "A. Ratio of instructional classrooms and number of enrollment. F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. L. Lack of learning materials in enhanced subjects for STEM students." This response underscores the importance of sufficient resources for both teachers and students in order to facilitate effective teaching and learning in STEM subjects. Similarly, one teacher (P17) shared concerns about inadequate learning materials for students, unavailability of materials for enhanced subjects, and increasing cases of teenage pregnancy, stating, "Inadequate number of learning materials for the students. Unavailability of learning materials for enhanced subjects specifically in research subjects. Increasing number of teenage pregnancy engagement of parents and the wider school community in the educative process. For this school year, rooms for science lab were converted into a classroom to cope with the large numbers of enrollees." This response highlights the impact of limited resources and infrastructure on students' academic experience, as well as the challenges of accommodating a growing number of enrollees. Another respondent (P18) mentioned the ratio of instructional classrooms and enrollments, learning gaps, and student behavior as the main challenges experienced by their school, stating, "The ratio of instructional classroom, learning gaps, and behavior of students are the only challenges that I think me and our school experienced. The ratio of classroom is a challenge to us because as the number of enrollment is increasing, the number of rooms is still the same. Good thing that the school implemented 3 shifts of class. Learning gaps are one of the challenges that need to resolve when in-person classes started. Remediations, interventions, and other projects of the school were held to cope up with this problem. The behavior of the students is an alarming factor as they cannot be observed during distance learning. Some learners act the way they wanted even they can affect others or even violate the schools' policy. The school acted quickly as these behaviors cannot be tolerated that's why PTA meetings and Students orientation about school policies, rules, and regulations are being held to face this challenge." Another teacher (P20) discussed the overcrowding issue in classrooms before the pandemic and the positive changes brought about by implementing three shifts of classes after the pandemic, stating, "In our school, before the pandemic we have the average of 75 students per class. Where, it is hard for us teachers to teach. We have to use a lapel microphone for them to hear the discussion. And it is too hot in the classroom if it is overcrowded. Another thing is we have limited chairs for our students. After the pandemic, we have 3 shifts. 50 students per classroom, and each student has their own chair. Yes, the number of teaching loads." Another teacher (P23) mentioned the importance of parental and community engagement in the educative process as well as the impact of the pandemic on their professional development goal, stating, "A. Ratio of instructional classrooms and number of enrollment. N. Engagement of parents and the wider school community in the educative process. O. Your professional development goal." Another participant (P28) identified challenges related to the ratio of instructional classrooms to enrollments, learning gaps, students' behavior, usable furniture, and the number of teaching loads, stating, "Ratio of instructional classroom and enrollment, learning gaps, students' behavior, usable furniture, number of teaching loads." One respondent (P29)

stated that all of the mentioned challenges were experienced by their school, without specifying further details. Similarly, one participant (P36) acknowledged the impact of the pandemic and the sudden growth in student enrollment as significant challenges for the school and stakeholders, stating, "The pandemic and the sudden growth of student enrollment have a big impact on school, teachers, and stakeholders. So I can say that all of those topics are challenges to us."

The responses within the "Classroom Infrastructure and Facilities" theme collectively highlight a wide range of challenges related to classroom space, learning materials, student behavior, parental involvement, and overall infrastructure, all of which play critical roles in providing students with a conducive learning environment. The results of the investigation by (Akomolafe & Adesua, 2016) According to the findings, there was a significant correlation between physical facilities and students' motivation and academic performance. According to the findings of the study, public schools should provide more high-quality physical, human, and material resources to motivate students to learn. Prioritizing the allocation of funds to make public schools conducive to teaching and learning will improve the academic quality of public schools. The impact is estimated to account for approximately 16% of the variance in student learning (Peter Barrett & Tigran Shmis, Diego Ambasz, 2019). The review committee determined that the following contribute positively to students' academic advancement: Good "natural" conditions, including lighting, air quality, temperature control, acoustics, and connections to the outdoors; Age-appropriate learning environments that provide adaptable and personalizable learning opportunities; Connections between learning spaces that are navigable and may provide additional opportunities for learning; Schools that are designed from the inside out (classroom tiling, etc.); Schools that are designed from the inside out (classroom tiling, etc).

Learning Gaps and Academic Challenges

The topic "Learning Gaps and Academic Challenges" received 24 counts, or 17.50% of all codes. This theme examines the various academic difficulties and learning gaps that teachers and students face in the educational setting.

One respondent (P2) emphasized the learning gaps in numeracy and literacy in their school, stating, "A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. Our school is a big school and it accommodates a number of learners. However, there is a need for more classrooms to maximize the teaching and learning process. B. Learning gaps in numeracy and literacy. There are learners who still cannot read well and have the knowledge of numbers. It is quite alarming to teachers since they are already in Junior High School." This response highlights the concern of inadequate literacy and numeracy skills among some students despite being in the Junior High School level. Another participant (P4) discussed the learning gaps in numeracy and literacy, which were exacerbated during the pandemic, stating, "Learning gaps in numeracy and literacy have always been a perennial problem of most schools. It even heightened during the time of the pandemic because they only received little to no supervision. Students' discipline also seemed to deteriorate. Everything is very accessible to them. They can easily get what they want, so most of them felt a sense of entitlement." This response reflects on the challenges in addressing learning gaps and maintaining discipline during distance learning. One teacher (P9) mentioned the learning gaps in numeracy and literacy, as well as behavioral issues faced by students, stating, "B. Learning Gaps in numeracy and literacy and C. Behavioral issues by the students. Since we are in person now, these problems are common not only in our school but also to others. Some students are left behind in numeracy and literacy because of the mode of learning we had in the past two years. They are also students suffering from behavioral problems because of their personal problems with their family or experience during the pandemic." This response highlights the impact of the learning environment and personal experiences on students' academic performance and behavior. Similarly, another respondent (P10) identified learning gaps in numeracy and literacy, along with habitual absences of some students, stating, "Learning gaps in numeracy and literacy. Behavioral issues by the students. I think some students habitual absences due to some reasons." Another teacher (P18) mentioned the challenges of learning gaps, particularly when transitioning to in-person classes, stating, "Learning gaps are one of the challenges that need to resolve when in-person classes started. Remediations, interventions, and other projects of the school were held to cope up with this problem." One participant (P21) shared their observation of some topics or lessons appearing empty, likely indicating learning gaps in certain areas. Another teacher (P24) highlighted the behavioral issues of students as one of the major challenges experienced, stating, "The behavioral issues of students are one of the major challenges we've experienced. Students in in-person class lack the moral values that an individual should

possess. Students nowadays are hot-headed. Yes. Some of the students are having a hard time in reading Filipino and English sentences." One respondent (P30) mentioned learning gaps in numeracy and literacy and the number of teaching loads and subjects taught as the challenges they encountered.

The responses within the "Learning Gaps and Academic Challenges" theme emphasize the importance of addressing numeracy and literacy learning gaps, which can have a significant impact on the academic progress and overall learning experience of students. Teachers must provide appropriate interventions and academic support to help students overcome these obstacles and achieve academic success. The findings indicate that, as suggested by (Aguhayon, Tingson, & Pentang, 2023), differentiated instruction improved student performance in mathematics in a short period of time. In addition, it bolstered the participants' confidence when addressing fundamental issues. It is suggested that differentiated instruction activities continue, as they are beneficial to students who struggle with mathematics, particularly with performing fundamental operations. Differentiated mathematics activities can increase academic achievement and student engagement, as well as prepare them for future success, while simultaneously fostering a positive, inclusive classroom culture that values students' individual learning needs and preferences. Moreover, other findings by (Tomas, Villaros, & Galman, 2021) According to the findings, the majority of students were dissatisfied. In addition, the perceived causes, origins, and attendant variables of the students' reading level were a lack of reading element mastery, the presence of at-risk students, and the absence of a reading culture. The suggested reading programs and activities may be incorporated into the creation of contextualized reading curricula and implemented as reading literacy initiatives in schools. These programs are named Literacy Program, Individual Reading Recovery Program, and Enrichment/Enhancement Program.

Behavioral Issues and Students Discipline

The topic "Behavioral Issues and Student Discipline" attracted 24 responses, or 17.50% of all codes. In both face-to-face and distance learning settings, participants discussed various challenges relating to student conduct and discipline.

One participant (P3) listed the following issues: "Ratio of instructional classroom and number of enrollment. Learning gaps in numeracy and literacy. Behavioral issues by students. Available water and sanitation facilities in the school." Another participant (P4) highlighted that "learning gaps in numeracy and literacy have always been a perennial problem of most schools. It even heightened during the time of the pandemic because they only received little to no supervision. Students' discipline also seemed to deteriorate. Everything is very accessible to them. They can easily get what they want so most of them felt a sense of entitlement." Participant P5 identified the following challenges: "1. Learning gaps in numeracy and literacy. 2. Behavioral issues by the students. Occurrence of Covid-19 cases in school. Availability of COVID-19 supplies for all. Early Pregnancy cases in your school." Regarding the behavior of students after the pandemic, participant P6 mentioned that "the behavior of students after the pandemic was very different and they can't easily manage it. Those students that have difficulty understanding what the direction is. They have no self-confident in what they are doing." Participant P7 provided a comprehensive list of challenges: "I. Early pregnancy cases in your school., Ratio of instructional classrooms and number of enrollment., C. Behavioral issues by the students., The students who early pregnancy and I already enrolled in LIS. And the child who stress to me is the student who not." Participant P8 mentioned: "B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. I think all possible challenges are given." Participant P9 discussed the common challenges during in-person classes: "B. Learning Gaps in numeracy and literacy and C. Behavioral issues by the students. Since we are in person now these problems are common not only in our school but also to others. Some students are left behind in numeracy and literacy because of the mode of learning we had in the past two years. They are also students suffering from behavioral problems because of their personal problems with their family or experience during the pandemic." Another participant (P12) mentioned: "C. Behavioral issues by the students. A. Ratio of instructional classrooms and number of enrollment." Participant P13 listed several challenges: "A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. I. Early pregnancy cases in your school. J. The Gender-responsive Policy of the school. M. Safety and security of the learners and teachers. N. Engagement of parents and the wider school community in the educative process." Participant P18 shared the challenges faced by their school: "The ratio of instructional classroom, learning gaps, and behavior of

students are the only challenges that I think me and our school experienced. The ratio of classroom is a challenge to us because as the number of enrollment is increasing, the number of rooms is still the same. Good thing that the school implemented 3 shifts of class. Learning gaps are one of the challenges that need to resolve when in-person classes started. Remediations, interventions, and other projects of the school were held to cope up with this problem. The behavior of the students is an alarming factor as they cannot be observed during distance learning. Some learners act the way they wanted even they can affect others or even violate the schools' policy. The school acted quickly as these behaviors cannot be tolerated that's why PTA meetings and Students orientation about school policies, rules, and regulations are being held to face this challenge." Participant P24 highlighted issues in student behavior during in-person classes: "The behavioral issues of students are one of the major challenges we've experienced. Students in the in-person class lack the moral values that an individual should possess. Students nowadays are hot-headed. Yes. Some of the students are having a hard time in reading Filipino and English sentences." Participant P25 discussed the challenges faced in face-to-face learning during the COVID-19 pandemic: "Since the outbreak of the COVID-19 pandemic, face-to-face learning has faced several significant challenges. Some of these include: Safety concerns: With the spread of the virus, schools and universities have had to implement strict safety measures, such as social distancing, mask-wearing, and increased cleaning protocols. These measures can be difficult to implement in traditional classroom settings, particularly in crowded schools and universities. Limited capacity: To comply with safety guidelines, many schools have had to limit the number of students in classrooms at any one time. This has resulted in a need for smaller class sizes, which can be difficult to achieve in many schools and universities. Remote instruction: With the closure of schools, many students have had to adapt to remote instruction. This can be difficult for students who struggle with online learning or who lack the necessary technology and internet access. Social isolation: Many students have experienced isolation and loneliness as a result of remote learning, which can negatively impact their mental health and well-being. Face-to-face learning is more personal, and students can have more interaction with the teacher and classmates, which can be beneficial for their mental health. Challenges for teachers: Teachers have had to rapidly adapt to new technologies and teaching methods to support remote learning. This has required a significant amount of additional training and preparation, which can be challenging for many teachers. Difficulty in replicating hands-on or lab-based learning: Some subjects or activities like laboratory-based classes or hands-on training are difficult to replicate in remote learning environments. These classes or activities require the presence of students and teachers in the same location, which is difficult to achieve during the pandemic." Participant P26 mentioned "K. Student's discipline." Participant P27 addressed behavioral issues in the context of modular classes: "Behavioral issues by the students. The students got used to it during the modular class. Their study habits need improvement." Participant P28 listed several challenges: "Ratio of instructional classroom and enrollment, learning gaps, students' behavior, usable furniture, number of teaching loads." Participant P29 simply stated: "All of the above-mentioned were difficulties which were experienced by our school." Participant P31 identified the following challenges: "B. Learning gaps in numeracy and literacy, C. Behavioral issues by the students." Participant P32 highlighted challenges related to diverse learning styles in in-person classes: "C. Behavioral issues by the students; K. Number of teaching loads and subject thought; N. Engagement of parents and the wider school community in the educative process. As they say 'different folks, different strokes.' Reaching diverse learning styles is probably one of the challenges on the part of the teachers as the in-person classes/sections are mostly heterogenous." Participant P33 mentioned the impact of age on teaching loads: "K. Number of teaching loads and subject thought. Age can also be a contributory factor in teaching a maximum number of loads say 6 loads with ancillary service being a Brigada Eskwela Coordinator. This is quite difficult, especially if the teacher is aging and ailing." Participant P34 shared their insights: "Behavioral issues by the students. More patience needed, adjustment, student focus." Participant P36 discussed the overall impact of the pandemic and student enrollment growth: "The pandemic and the sudden growth of student enrollment have a big impact on school, teachers, and stakeholders. So I can say that all of those topics are challenges to us." Participant P37 listed several challenges faced by their school: "B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. D. Occurrence of COVID-19 cases in school. G. Ratio of learning materials and the number of learners. K. Number of teaching loads and subjects taught. M. Safety and security of the learners and teachers." Participant P40 mentioned "B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students."

Understanding and addressing behavioral issues and

student discipline continue to be essential for creating conducive learning environments and ensuring the holistic development of students. Challenges encountered in both modes during the pandemic highlighted the need for continuous adaptation and innovative approaches in teaching and communication to support the learning journeys of students. According to (Palma & Caballes, 2022) tardiness in submitting assignments/projects, verbal aggression, using foul language, inattention, physical aggression, and harassment of other students are the most commonly observed behavior problems. The least prevalent of these behavioral classroom management strategies were low-profile intervention and assertive I-message. It is strongly recommended that the proposed behavioral intervention program for managing student misconduct be implemented and appropriately evaluated.

(Villanueva, Ed, David, Ph, & Hum, 2020) suggested that the Teen Empowerment-focused intervention program was designed to reduce the issue of talking out of turn, which has the highest mean that must be addressed, among public high school students. The researcher investigated adolescent problems with talking out of turn, such as calling, making remarks, conversing with classmates, excessively loud talking, and irrelevant conversation during the teacher's lecture. Through a workshop titled "Teen Empowerment," parents and students in public high schools will have the opportunity to discuss and resolve the aforementioned problems. To address the difficulties students have with speaking out of turn, the aforementioned aspects will be emphasized.

Safety and Security

"Safety and Security" emerged as a major concern, garnering 16 responses, or 11.70 percent of all codes. Participants identified a number of obstacles associated with ensuring the safety and security of students and educators in the educational setting.

Participant P1 highlighted the following challenges: "A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. E. Available Water and Sanitation Facilities in the School. F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. H. Availability of COVID-19 supplies for all." Another participant (P2) discussed the need for more classrooms to accommodate the increasing number of learners and emphasized the urgency of addressing learning gaps in numeracy and literacy among Junior High School students. Participant P4 mentioned that learning gaps in numeracy and literacy have always been a persistent issue for most schools, and the situation worsened during the pandemic due to limited supervision and a decline in students' discipline. Participant P5 listed several challenges: "1. Learning gaps in numeracy and literacy. 2. Behavioral issues by the students. Occurrence of Covid-19 cases in school. Availability of COVID-19 supplies for all. Early Pregnancy cases in your school." Participant P13 included safety and security among the challenges faced by their school: "M. Safety and security of the learners and teachers." Participant P22 specifically highlighted "Safety and security of the learners and the teachers." Participant P25 discussed the safety concerns faced during the COVID-19 pandemic, including social distancing, mask-wearing, increased cleaning protocols, limited classroom capacity, challenges of remote instruction, and the impact of social isolation on students' mental health and well-being. Participant P35 mentioned various challenges related to safety and security: "B. Learning gaps in numeracy and literacy. D. Occurrence of COVID-19 cases in school. H. Availability of COVID-19 supplies for all. M. Safety and security of the learners and teachers. Due dates of paperwork and teaching loads." Participant P36 expressed that the pandemic and the surge in student enrollment have had a profound impact on schools, teachers, and stakeholders, making all the mentioned topics challenging. Participant P37 listed several challenges related to safety and security: "B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. D. Occurrence of COVID-19 cases in school. G. Ratio of learning materials and the number of learners. K. Number of teaching loads and subjects taught. M. Safety and security of the learners and teachers." Participant P38 identified the following challenges: "A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. H. Availability of COVID-19 supplies for all. K. Number of teaching loads and subjects taught. M. Safety and security of the learners and teachers. Classroom shortages."

In light of the challenges posed by the COVID-19 pandemic, the safety and security of students and teachers remains a crucial aspect of the educational environment. Addressing safety concerns and ensuring a secure learning environment are crucial for the well-being and achievement of all educational stakeholders. According to the suggestion of (Glariana, Nick, & Solar, 2015) In addition, school administrators are advised to consult the standards outlined in the 2010 Educational Facilities Manual. To protect the safety

and security of students, schools may attempt to comply with the standard. To ensure the safety and security of schools, a plan of action may be developed. The guidelines outlined in the 2010 DepEd Facilitiess Manual must be strictly adhered to by project management, architects, and contractors, particularly regarding the use of standard measurements and standard building materials. National and local governments should allocate funds to ensure the safety and security of all students, teachers, and students while in school. Additionally, they should inspect the state of the materials and structures, as well as the durability of the facilities. The school administration and teachers should participate in a series of training sessions on natural disasters, such as earthquakes, fires, and other potential catastrophes. They should host a symposium on these natural disasters and post information regarding safety measures and risk reduction procedures in the event that they occur. For future researchers, it is suggested that a similar study incorporate additional factors believed to improve the status of School Safety and Security at different educational levels. Also (Soverano, 2019) In addition, schools budget for safety and security services to protect both students and faculty. The institutions with the most effective program implementation are awarded and recognized. Most elementary schools in the Naga City Division have met DepEd's safety and security standards. To the detriment of the school community as a whole, however, only a small percentage of schools adhere to specific guidelines or standards. Respondents consider DepEd policies, parental involvement, and student discipline to be extremely important in addressing school safety and security issues. In terms of community factors, the ordinances of the local government are the most influential in promoting the safety and security of schoolchildren. Public elementary schools in the Naga City division face both synthetic and natural safety and security issues and concerns. A training program for teachers and school administrators on the implementation of DepEd Orders and Memoranda was designed as a development intervention. DepEd officials and school administrators can devise safety and security measures that must be widely disseminated, consistently implemented, and strictly observed by the school community. It is possible to create a new set of safety and security service awards and recognition.

Teacher Workloads and Teaching Loads

Thirteen respondents, representing 9.50 percent of all codes, identified "Teacher Workload and Teaching Loads" as a significant issue. Participant P16 stated, "K. Number of teaching loads and subject thought. Age can also be a contributory factor in teaching a maximum number of loads say 6 loads with ancillary service being a Brigada Eskwela Coordinator. This is quite difficult, especially if the teacher is aging and ailing." Participant P20 shared their experience, saying, "In our school, before the pandemic we have the average of 75 students per class. Where, it is hard for us teachers to teach. We have to use a lapel microphone for them to hear the discussion. And it is too hot in the classroom if it is overcrowded. Another thing is we have limited chairs for our students. After the pandemic, we have 3 shifts. 50 students per classroom, and each student has their own chair. Yes, the number of teaching loads." Participant P28 listed various challenges, including, "Ratio of instructional classroom and enrollment, learning gaps, students' behavior, usable furniture, number of teaching loads." Participant P32 emphasized, "C. Behavioral issues by the students; K. Number of teaching loads and subject thought; N. Engagement of parents and the wider school community in the educative process. As they say, 'different folks, different strokes.' Reaching diverse learning styles is probably one of the challenges on the part of the teachers as the in-person classes/sections are mostly heterogeneous." Participant P33 echoed the challenges, stating, "K. Number of teaching loads and subject thought. Age can also be a contributory factor in teaching a maximum number of loads say 6 loads with ancillary service being a Brigada Eskwela Coordinator. This is quite difficult, especially if the teacher is aging and ailing." Participant P35 included teaching loads among the various challenges, saying, "B. Learning gaps in numeracy and literacy. D. Occurrence of COVID-19 cases in school. H. Availability of COVID-19 supplies for all. M. Safety and security of the learners and teachers. Due dates of paperwork and teaching loads." Participant P36 highlighted the overall impact, stating, "The pandemic and the sudden growth of student enrollment have a big impact on school, teachers, and stakeholders. So I can say that all of those topics are challenges to us."

Managing teaching loads and ensuring an appropriate teacher workload are essential for teachers' well-being, their effectiveness in the classroom, and ultimately the quality of education provided to students. It is crucial for sustainable and effective educational practices to strike a balance between teaching responsibilities, administrative tasks, and personal well-being. According to (Barrios, Liezel, Love, Beldia, and Sosas, 2023), there is a tendency for instruction to be less effective when the load is heavy. In contrast to what Rahman and Avan (2016) stated, administrative

tasks and the implementation of new technology have a negative correlation with teaching performance. In addition, given that the majority of high school teachers were overburdened with subject units, their teaching effectiveness was exemplary. This suggests that despite being overburdened with subject units, high school teachers were still able to prepare their lessons well, apply appropriate classroom techniques, master the subject matter, maintain positive relationships with their students, and begin and end class on time. Moreover, Gonzales, Guimary, and Gabunilas (2022) emphasized that it is the responsibility of local government units to provide teachers with a safer and more conducive work environment. In addition, it is found that well-being and workload have no direct effect on NAT results. This suggests that the well-being and workload of teachers have negligible effects on their students' academic performance, which appears to contradict the relationships documented in numerous studies between teacher's workload and well-being and teacher performance and student performance. Therefore, we recommend that other potential mediating factors be investigated in future research. Although NAT scores provide a general perspective of students' academic performances, they do not provide comprehensive information about their actual academic performances, which can be gleaned from classroom outcomes, community involvement, and changes in their behaviors and attitudes. We recommend adopting a more inclusive perspective of student performance in future research.

Student Engagement and Parent Involvement

The theme "Student Engagement and Parent Involvement" emerged as a notable concern for 14 respondents, representing 10.20% of all the codes.

Participant P9 highlighted, "B. Learning Gaps in numeracy and literacy and C. Behavioral issues by the students. Since we are in person now these problems are common not only in our school but also to others. Some students are left behind in numeracy and literacy because of the mode of learning we had in the past two years. They are also students suffering from behavioral problems because of their personal problems with their family or experience during the pandemic." Participant P10 observed, "Learning gaps in numeracy and literacy. Behavioral issues by the students. I think some students habitual absences due to some reasons." Participant P13 listed various challenges related to student engagement and parent involvement, stating, "A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. I. Early pregnancy cases in your school. J. The Gender-responsive Policy of the school. M. Safety and security of the learners and teachers. N. Engagement of parents and the wider school community in the educative process." Participant P17 mentioned, "Inadequate number of learning materials for the students. Unavailability of learning materials for enhanced subjects specifically in research subjects. Increasing number of teenage pregnancy engagement of parents and the wider school community in the educative process. For this school year, rooms for science lab were converted into a classroom to cope with the large numbers of enrollees." Participant P18 discussed the impact on student engagement and parent involvement, stating, "The ratio of instructional classroom, learning gaps, and behavior of students are the only challenges that I think me and our school experienced. The ratio of classroom is a challenge to us because as the number of enrollment is increasing, the number of rooms is still the same. Good thing that the school implemented 3 shifts of class. Learning gaps are one of the challenges that need to resolve when in-person classes started. Remediations, interventions, and other projects of the school were held to cope up with this problem. The behavior of the students is an alarming factor as they cannot be observed during distance learning. Some learners act the way they wanted even they can affect others or even violate the schools' policy. The school acted quickly as these behaviors cannot be tolerated that's why PTA meetings and Students orientation about school policies, rules, and regulations are being held to face this challenge." Participant P23 mentioned, "A. Ratio of instructional classrooms and number of enrollment. N. Engagement of parents and the wider school community in the educative process. O. Your professional development goal." Participant P25 discussed the challenges faced during the COVID-19 pandemic, stating, "Since the outbreak of the COVID-19 pandemic, face-to-face learning has faced several significant challenges. Some of these include: Safety concerns: With the spread of the virus, schools and universities have had to implement strict safety measures, such as social distancing, mask-wearing, and increased cleaning protocols. These measures can be difficult to implement in traditional classroom settings, particularly in crowded schools and universities. Limited capacity: To comply with safety guidelines, many schools have had to limit the number of students in classrooms at any one time. This has resulted in a need for smaller class sizes, which can be difficult to achieve in many schools and universities.

Remote instruction: With the closure of schools, many students have had to adapt to remote instruction. This can be difficult for students who struggle with online learning or who lack the necessary technology and internet access. Social isolation: Many students have experienced isolation and loneliness as a result of remote learning, which can negatively impact their mental health and well-being. Face-to-face learning is more personal, and students can have more interaction with the teacher and classmates, which can be beneficial for their mental health. Challenges for teachers: Teachers have had to rapidly adapt to new technologies and teaching methods to support remote learning. This has required a significant amount of additional training and preparation, which can be challenging for many teachers. Difficulty in replicating hands-on or lab-based learning: Some subjects or activities like laboratory-based classes or hands-on training are difficult to replicate in remote learning environments. These classes or activities require the presence of students and teachers in the same location, which is difficult to achieve during the pandemic." Participant P27 mentioned, "Behavioral issues by the students. The students got used to it during the modular class. Their study habits need improvement." Participant P29 shared their perspective, saying, "All of the above-mentioned were difficulties which were experienced by our school." Participant P32 discussed the challenges of diverse learning styles, stating, "C. Behavioral issues by the students; K. Number of teaching loads and subject thought; N. Engagement of parents and the wider school community in the educative process. As they say 'different folks, different strokes.' Reaching diverse learning styles is probably one of the challenges on the part of the teachers as the in-person classes/sections are mostly heterogeneous." Participant P36 highlighted the overall impact of the pandemic on student engagement and parent involvement, stating, "The pandemic and the sudden growth of student enrollment have a big impact on school, teachers, and stakeholders. So I can say that all of those topics are challenges to us."

Creating a conducive and supportive learning environment is contingent upon ensuring student engagement and fostering parental participation in the educational process. Strong collaboration between teachers, parents, and the larger school community can contribute significantly to the academic success and overall development of students. In addition, addressing learning gaps and behavioral issues is essential to providing a quality education and ensuring students' well-being. According to research (Santiago Jr, Leah Ulanday, Jane Centeno, Cristina Bayla, & Callanta, 2021), student engagement is essential because it demonstrates students' commitment to educational objectives and learning and is a prerequisite for highly valued educational outcomes such as academic achievement (Christenson et al., 2012). According to Strean (2011), online learning creates a distinctive learning environment. To facilitate online learning, teachers may need to address students' tension, anxiety, and resistance by incorporating amusement (emojis, for example). It could be a strategy that motivates students and promotes online discussion. In addition, (Bartolome, Mamat, & Masnan, 2017) asserted that schools must recognize cultural differences in parent involvement because parents from diverse backgrounds are involved in their children's education at different times and for different reasons. In Philippine culture, parenting is significant because the family is regarded as the center of one's social universe. However, over the past decade, the social contexts in which Filipino families are embedded have shifted significantly (Ochoa & Torre, n.d.). Children's education is gradually shifting toward a more expansive vision of 21st century education. As children are increasingly educated in a variety of settings, parents are in a unique position to ensure that these settings support their children's specific learning needs. Consequently, parental involvement studies continue to misrepresent parents and their participation in their children's education (Jackson, 2010).

Gender-Responsive Policy and Early Pregnancy

Concerns related to "Gender-Responsive Policy and Early Pregnancy" were mentioned by 7 respondents, representing 5.10% of all the codes.

Participant P5 included early pregnancy cases in their list of challenges, stating, "Learning gaps in numeracy and literacy, Behavioral issues by the students. Occurrence of Covid-19 cases in school. Availability of COVID-19 supplies for all. Early Pregnancy cases in your school." Participant P7 emphasized the issue of early pregnancy cases in their response, stating, "I. Early pregnancy cases in your school., Ratio of instructional classrooms and number of enrollment., C. Behavioral issues by the students. The students who early pregnancy and I already enrolled in LIS. And the child who stress to me is the student who not."Participant P13 mentioned early pregnancy cases as part of their challenges, stating, ""A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. I. Early pregnancy cases in your school. J. The Gender-responsive Policy of the

school. M. Safety and security of the learners and teachers. N. Engagement of parents and the wider school community in the educative process." Participant P29 expressed that their school experienced all the above-mentioned difficulties, without providing specific details. Participant P36 reiterated that the pandemic and the sudden growth of student enrollment have had a significant impact on various aspects of the school, including the challenges related to gender-responsive policy and early pregnancy.

Promoting a gender-responsive policy in schools is essential for creating an inclusive and supportive environment that addresses the specific needs and concerns of all students, such as early pregnancy. Schools must collaborate with parents and the broader community to provide students facing such obstacles with the necessary support and guidance. It is essential to address these issues to ensure the well-being and academic success of all students. According to (Laro, n.d.), teenage pregnancy was a national problem in the Philippines. According to the 2013 National Demographic and Health Survey, one out of every two young Filipino women ages 15 to 19 are already mothers or pregnant with their first child. This information also suggests that adolescent pregnancies are frequently associated with social development issues such as inadequate education and poverty. While the Department of Education (DepEd) is generally proactive and has issued the Gender-Responsive Basic Education (GRBE) Policy in accordance with its Gender and Development mandate as outlined in the 1987 Philippine Constitution to eliminate all forms of discrimination against women and on the rights of a child, among others, a growing number of young women were out of school due to teenage pregnancy. The GRBE policy pledges to integrate gender equality and nondiscrimination into the system of basic education. (Galamgam, et al. 2021). Despite the existence of this policy on how to integrate gender education into the curriculum of elementary schools in the country, the lack of training for teachers on gender and how to integrate these concepts into the curriculum remains a challenge. In developing the "Teach for Gender Equality" project, the basis for writing this paper was a review of gender-sensitive curriculum from a global to a national perspective. This paper examined the significance of adapting a gender-sensitive curriculum and integrating gender concepts, as well as adapting a sustainable gender education program, through a comprehensive literature review. The findings of the analysis were regarded as important input for the improvement of basic education sector curricula in the Philippine basic education sector. The Department of Education (DepEd) Schools Division in the City of Mati is still in the Foundation Formation stage (Stage 1) of gender mainstreaming, according to the findings of (Mindanao, 2022). Integration of gender into its systems, programs, and services has a significant distance to travel. The study suggests that the agency develop policies to achieve the highest level of mainstreaming efforts, which can then serve as a model for future agencies.

Professional Development

Regarding the theme "Professional Development," 4 respondents, accounting for 2.90% of all codes, expressed their concerns.

P23 listed their professional development goal among the challenges, stating, ""A. Ratio of instructional classrooms and number of enrollment. N. Engagement of parents and the wider school community in the educative process. O. Your professional development goal."" P25 highlighted the challenges faced during the COVID-19 pandemic, including difficulties in adapting to remote instruction and the need for additional training and preparation for teachers to utilize new technologies and teaching methods. They stated, ""Since the outbreak of the COVID-19 pandemic, face-to-face learning has faced several significant challenges. Some of these include: Safety concerns: With the spread of the virus, schools and universities have had to implement strict safety measures, such as social distancing, mask-wearing, and increased cleaning protocols. These measures can be difficult to implement in traditional classroom settings, particularly in crowded schools and universities. Limited capacity: To comply with safety guidelines, many schools have had to limit the number of students in classrooms at any one time. This has resulted in a need for smaller class sizes, which can be difficult to achieve in many schools and universities. Remote instruction: With the closure of schools, many students have had to adapt to remote instruction. This can be difficult for students who struggle with online learning or who lack the necessary technology and internet access. Social isolation: Many students have experienced isolation and loneliness as a result of remote learning, which can negatively impact their mental health and well-being. Face-to-face learning is more personal, and students can have more interaction with the teacher and classmates, which can be beneficial for their mental health. Challenges for teachers: Teachers have had to rapidly adapt to new technologies and teaching methods to support remote learning. This has required a significant amount of additional training and preparation, which can be

challenging for many teachers. Difficulty in replicating hands-on or lab-based learning: Some subjects or activities like laboratory-based classes or hands-on training are difficult to replicate in remote learning environments. These classes or activities require the presence of students and teachers in the same location, which is difficult to achieve during the pandemic."" P29 mentioned that all the above-mentioned challenges were experienced by their school without providing specific details. They stated, ""All of the above-mentioned were difficulties which were experienced by our school." P36 reiterated that the pandemic and the sudden growth of student enrollment have had significant impacts on the school, teachers, and stakeholders, encompassing various challenges, including those related to professional development. They stated, "The pandemic and the sudden growth of student enrollment have a big impact on school, teachers, and stakeholders. So I can say that all of those topics are challenges to us."

Professional development is essential for equipping teachers with the skills, knowledge, and strategies they need to effectively adapt to changing educational landscapes and meet the diverse needs of students. Due to the rapid transition to remote and online learning during the pandemic, teachers have faced unique difficulties in developing and implementing effective instructional strategies. Supporting teachers' professional growth and fostering opportunities for continuous learning to improve their teaching practices and student outcomes should be a priority for school administrators. According to (Gonong, 2017), Issues Concerning the Professional Development of Teachers (World Bank, 2014) School-level systems to support teachers and identify their professional development needs are inefficient. In 2014, only 57% of the allocated budget for training and development of human resources was utilized. Moreover, (Duterte, 2023) PASIG CITY, 07 FEBRUARY 2023 - Recognizing the importance of teachers to the success of the education sector, the Department of Education (DepEd) reaffirmed its commitment to bolster teachers' support and improve teaching quality in the country. In her Basic Education Report 2023, Vice President and Secretary of Education Sara Z. Duterte acknowledged the zeal and dedication of Filipino educators, promising to advocate for their welfare and professional development as part of her MATATAG: Bansang Makabata, Batang Makabansa initiative. "Teachers are essential to education's success. "Education quality improves when they are supported," said Vice President and Secretary Duterte.

Duterte emphasized that the agency will relieve teachers of administrative responsibilities and continue to advocate for additional benefits and address issues affecting their take-home pay. "We will eliminate non-teaching duties and staff schools with administrative officers. Vice-Secretary Duterte stated, "We will provide adequate workforce complement in schools, manage teachers' workload, and compensate teachers for unique school challenges."

Learning Materials

Concerns were expressed by 9 respondents, or 6.60 percent of all codes, regarding "Learning Materials."

P1 highlighted the ratio of learning materials to the number of learners as one of the challenges, along with other issues such as classroom space, learning gaps, behavioral problems, availability of water and sanitation facilities, usable furniture, and COVID-19 supplies. They stated, ""A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. E. Available Water and Sanitation Facilities in the School F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. H. Availability of COVID-19 supplies for all." P13 also identified the ratio of learning materials to the number of learners as a challenge, along with other concerns related to instructional classrooms, learning gaps, behavioral issues, usable furniture, early pregnancy cases, gender-responsive policy, safety and security, and engagement of parents and the wider school community. They stated, ""A. Ratio of instructional classrooms and number of enrollment. B. Learning gaps in numeracy and literacy. C. Behavioral issues by the students. F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. I. Early pregnancy cases in your school. J. The Gender-responsive Policy of the school. M. Safety and security of the learners and teachers. N. Engagement of parents and the wider school community in the educative process." P15 mentioned the lack of learning materials in enhanced subjects for STEM students, along with concerns about instructional classrooms, usable furniture, and the ratio of learning materials to the number of learners. They stated, ""A. Ratio of instructional classrooms and number of enrollment. F. Usable Furniture for the students and teachers. G. Ratio of learning materials and the number of learners. L. Lack of learning materials in enhanced subjects for STEM students." P16 discussed the impact of the number of teaching loads and subject assignments on teachers, particularly for aging teachers with ancillary service responsibilities. They stated, ""K. Number of

teaching loads and subject thought. Age can also be a contributory factor in teaching a maximum number of loads say 6 loads with ancillary service being a Brigada Eskwela Coordinator. This is quite difficult, especially if the teacher is aging and ailing." P17 addressed the inadequate number of learning materials for students, specifically in enhanced subjects like research, and how it relates to the increasing number of teenage pregnancies and the need for greater parent and community engagement. They also mentioned the conversion of science lab rooms into classrooms to accommodate the large number of enrollees for the current school year. They stated, ""Inadequate number of learning materials for the students. Unavailability of learning materials for enhanced subjects specifically in research subjects. Increasing number of teenage pregnancy engagement of parents and the wider school community in the educative process. For this school year, rooms for science lab were converted into a classroom to cope with the large numbers of enrollees." P29 mentioned that all the above-mentioned challenges were experienced by their school without providing specific details. They stated, ""All of the above-mentioned were difficulties which were experienced by our school." P36 reiterated that the pandemic and the sudden growth of student enrollment have had significant impacts on the school, teachers, and stakeholders, encompassing various challenges, including those related to learning materials. They stated, ""The pandemic and the sudden growth of student enrollment have a big impact on school, teachers, and stakeholders. So I can say that all of those topics are challenges to us."

To promote effective teaching and learning, adequate and accessible learning materials are indispensable. Schools should prioritize addressing the availability and distribution of learning materials to ensure that students have access to the necessary resources for academic success. In addition, addressing the challenges associated with learning materials can improve student engagement and academic performance as a whole. As suggested by (et al., 2020) Teachers must have the fortitude and tenacity to continually develop instructional materials that will aid each student in acquiring a variety of learning competencies. Teachers should participate in ICT trainings and workshops in order to hone their technological skills for creating supplemental learning materials. In order to effectively manage their time, educators must learn to optimize and prioritize work simplification. School leaders may include the development of supplementary learning materials (SLMs) in their School Learning Action Cell (SLAC) and INSET for the promotion of higher academic performance in all subject areas; School leaders should include teachers' supplies and materials related to the development of supplementary learning materials in the school and division; and Education Program Supervisors can use this study as a springboard to develop supplementary learning materials by identifying the most frequently acquired skills per quarter in their respective subject areas.

Table 4. *Coping Mechanism for the Challenges Experienced by the Teachers in the Full Implementation of In-person Classes*

Category	*Themes*	*Count*	*% Codes*
Coping Mechanism for the Challenges Experienced by the Teachers in the Full Implementation of In-person Classes	Collaborative Support and Professional Development	12	18.20%
	Resilience and Positivity	10	15.20%
	Student-Centered Strategies and Interventions	13	19.70%
	Adaptability and Flexibility	13	19.70%
	Emphasizing Physical and Mental Health	5	7.60%
	Effective Communication and Involvement of Stakeholders	7	10.60%
	Innovative Teaching Approaches	3	4.50%
	Reminding Purpose and Passion	3	4.50%

Table 4 outlines the coping strategies utilized by teachers in the Full Implementation of In-Person Classes, including Collaborative Support and Professional Development, Resilience and Positivity, Student-Centered Strategies and Interventions, Adaptability and Flexibility, Emphasizing Physical and Mental Health, Effective Communication and Involvement of Stakeholders, Innovative Teaching Approaches, and Reminding Purpose and Passion. These themes represent the strategies teachers employ to overcome obstacles and foster a conducive learning environment in face-to-face education.

Collaborative Support and Professional Development

The theme "Collaborative Support and Professional Development" was represented by 12 codes, or 18.20% of the total. This theme explores teachers' strategies and methods for overcoming obstacles through collaborative support and ongoing professional development.

P3 shared their approach to coping with challenges, stating, 'I cope with it having the full eagerness to teach and manage my time well to fully engage myself with my students during in-person teaching. Also, to help learners to read since it is a part of the program of the school.' This response highlights the teacher's

dedication to teaching and time management to effectively engage with students during face-to-face classes, emphasizing the importance of reading support as part of the school's program. P5 mentioned their commitment to professional growth through graduate studies, stating, 'I am continuing my graduate studies to gain more knowledge as regards curriculum and classroom management. Working together with advisers and subject teachers also helps.' This response emphasizes the value of continuous learning and collaboration with colleagues and mentors to enhance curriculum knowledge and classroom management skills. P7 sought assistance from senior co-teachers, stating, 'I asked some help from my senior co-teachers.' This response indicates the teacher's willingness to seek guidance and support from more experienced colleagues, highlighting the significance of mentorship and teamwork in coping with challenges. P9 recognized the importance of collaboration with co-teachers and the school, stating, 'With the help of my co-teachers and the school itself, it becomes easier for me to cope with the challenges. I have a strong support group that motivates me to go further.' This response emphasizes the positive impact of a supportive professional network, contributing to the teacher's ability to overcome challenges. P19 mentioned adhering to the school's proposed solutions and interventions for coping with challenges, stating, 'I followed the solutions proposed by the school to cope with the challenges. As an adviser, I keep reminding students of things they should and shouldn't do in and out of the school. I provide interventions to students who have learning gaps.' This response underscores the significance of school-provided solutions and personalized interventions to address students' needs effectively. P30 emphasized the value of attending various training and seminars and adopting best practices from other teachers, stating, 'Attending different trainings/seminars, adopting best practices of other teachers in teaching and handling different situations or instances.' This response highlights the commitment to continuous professional development and the sharing of effective teaching strategies among colleagues. P31 mentioned collaborative problem-solving among teachers to address learning gaps, stating, 'We the teachers formulate solutions on how to address learning gaps of our students. Especially in Math, where operations on n integers are essential, we give drills on them every start of our class. On terms of disciplining the students, our school's prefect is very active.' This response emphasizes the importance of teacher collaboration in designing solutions for academic challenges and maintaining a positive disciplinary environment. P33 expressed appreciation for the support of the School Head and colleagues, stating, 'With the help of my School Head and colleagues, I am able to cope with it.' This response acknowledges the significance of administrative and peer support in handling challenges. P38 highlighted the continuous pursuit of learning and professional development, stating, 'Continuous learning and professional development. Every day we are learning.' This response underscores the teacher's commitment to continuous growth and improvement. P39 emphasized the value of flexibility and support from both teaching and non-teaching personnel, stating, 'By being flexible and with the help of the school's teaching and non-teaching personnel.' This response highlights adaptability and collaboration among all school staff to overcome challenges. P40 mentioned seeking input from competent individuals to make informed decisions, stating, 'Asking the competent individuals to make further decisions with the matter.' This response emphasizes the importance of seeking expert advice in decision-making processes.

The responses within the "Collaborative Support and Professional Development" theme collectively illustrate the significance of collaboration, continuous learning, and personalized support in helping teachers cope with challenges effectively. Utilizing the school's resources, seeking mentorship, attending training, and fostering a supportive professional network all contribute to creating a conducive environment for teachers' growth and success in overcoming various challenges. Anchored to the findings of then study by (Richman, Haines, & Fello, 2019) teachers consistently identified the capacity to collaborate and plan with others as essential to the successful implementation of the NGSS. Collaboration was considered essential not only within grade-level teams, but also across grade levels and with special educators. Teachers believed this collaborative planning enhanced both their work and the learning outcomes of their students. This study's findings indicate that professional development programs should provide instructors with time and space for collaborative planning and work.

Teachers who attended NGSS professional development sessions identified examples and hands-on activities as beneficial components. During spring professional development sessions, the NGSS practices were presented utilizing actual experiments and activities. Teachers who were able to approach the work from the perspective of their students had a deeper understanding of the subject matter and, as a result, developed more effective lesson plans. In addition, the authors of the study (Ancho & Arrieta, 2021) concluded, based on their findings, that

instructors, regardless of age or years of teaching experience, have a desire to grow professionally and become better educators. They thirst for information. They want to unlearn and relearn new knowledge and skills because they want their students to learn according to their present and future needs, as well as those of the global community. Teachers seek growth and relevance for their students because they care about them. In addition to seminars and training on teaching, pedagogy, technology, assessment, and classroom management, the TPD must also include seminars and training on the mental health of teachers, especially during the current Covid-19 pandemic. Teachers' professional learning communities must also incorporate a personal growth and relationship agenda. TPD encompasses not only professional development but also personal development. As teachers advance in their careers, they mature into individuals who contribute not only to the education of children, but also to the national future. Beyond salary increases and promotions, they seek both professional and personal development. It is their intention to overcome all obstacles in order to become agents of social transformation by advancing as students and educators. Therefore, the teacher professional development program must be meaningful, responsive, and relevant to the needs of teachers who will become exceptional educators in the new educational norm, particularly after the Covid19 pandemic.

Resilience and Positivity

The theme "Resilience and Positivity" was assigned 10 counts, or 15.20 percent of all codes. This theme focuses on teachers' capacity to remain resilient and optimistic in the face of adversity, highlighting their resolve to overcome obstacles and maintain a positive outlook in their profession.

P1 highlighted the importance of conducting intervention programs for students who are left behind, stating, "For instance, in the ratio of teachers to students, I just do what I can do to teach the children, especially those who are left behind. Our department conducts intervention programs for those kinds of students." This response emphasizes the teacher's dedication to providing support and intervention to students who need extra assistance, demonstrating resilience in addressing learning gaps. P2 mentioned essential qualities for coping with challenges, stating, "Professionalism, Integrity, Compassion." This response underscores the significance of maintaining professionalism, integrity, and compassion as key attributes in dealing with difficulties. P3 reiterated their eagerness to teach and manage time effectively to fully engage with students during face-to-face teaching, stating, "I cope with it having the full eagerness to teach and manage my time well to fully engage myself with my students during in-person teaching. Also, to help learners to read since it is a part of the program of the school." This response highlights the teacher's enthusiasm for teaching and dedication to supporting students' reading skills, showcasing resilience in optimizing their instructional time. P9 emphasized the importance of collaborative support from co-teachers and the school in coping with challenges, stating, "With the help of my co-teachers and the school itself, it becomes easier for me to cope with the challenges. I have a strong support group that motivates me to go further." This response underscores the significance of a supportive professional network in fostering resilience and determination. P12 shared a positive outlook, stating, "I just try to keep on making the best out of what's being served right in front of me." This response showcases a resilient and optimistic attitude, highlighting the teacher's ability to make the most out of the circumstances they encounter. P13 highlighted essential qualities of patience and understanding, stating, "Patience And Understanding." This response underscores the significance of demonstrating patience and understanding in dealing with students and challenges. P14 expressed their optimistic perspective, stating, "Just be optimistic, anyway I am in this field to mold the minds of the young ones." This response emphasizes a positive mindset and a sense of purpose in the teaching profession. P22 shared an approach of accepting and solving challenges normally, stating, "Accept and solve it normally. Every problem has a solution, all is normally well." This response showcases a resilient and solution-oriented mindset in facing difficulties. P28 mentioned staying positive, stating, "I always stay positive." This response underscores the teacher's commitment to maintaining a positive outlook in their profession. P36 emphasized the importance of self-adjustment and considering individual differences in students, stating, "Self-adjustment, always in mind individual differences of every learner." This response showcases the teacher's resilience in adapting their approach to meet the diverse needs of their students.

Collectively, the responses within the "Resilience and Positivity" theme demonstrate the significance of resilience, optimism, and positive characteristics in the teaching profession. Teachers are determined to provide assistance to struggling students, remain optimistic, and maintain a solution-focused mindset in order to overcome obstacles. Patience, compassion, and professionalism contribute to the development of a

supportive and encouraging learning environment for both students and teachers. In accordance with the findings of (Banal & Ortega-Dela Cruz, 2022), respondents reported that their teaching load was excessive, which negatively affected their teaching performance and well-being. Teachers must complete non-teaching tasks such as creating bulletin boards, organizing and attending departmental meetings, and printing student projects in addition to delivering lessons. The researcher suggests that all members of school administration investigate employee requests (Administrative Research and Development Centre and Office of the School Principal). The evaluation of instruction and non-teaching responsibilities must include teachers. They must strive to provide more insightful, reasonable, compassionate, and substantial educational support by employing additional teachers to reduce teaching workloads, reducing unnecessary non-teaching activities, and providing seminars and training on Adversity Quotient. With these, the institution's teaching load will be manageable, allowing teachers to carry out their duties and responsibilities effectively even in times of crisis. As one of the most essential pillars of education, the education system should take care of its teachers. In addition to these (Glenford C. Franca, Ma. Melanie N. Edig, & Ronald S. Decano, 2022) findings, the following recommendations are made: Teachers at the elementary level exhibit a high degree of resiliency in their use of distance learning. It is recommended to maintain and reinforce this behavior by providing them with the resources and opportunities necessary to remain optimistic despite these challenging circumstances. Even though elementary school teachers believe that schools are well-prepared for distance education, there is currently no "ideal model" of instruction for this new standard. Therefore, it is suggested that schools continue to investigate efficient delivery methods that accommodate the adaptability and flexibility of all student types. The resiliency constructs of teachers - Purposefulness, Social Support, and Adaptability - have a significant relationship with the distance education readiness of schools. Therefore, strengthening these will significantly enhance the schools' readiness for distance learning. It is demonstrated that the Purposefulness construct is a significant predictor of school readiness for distance education. In this era of change, it is suggested that this domain and its relationship to other variables be investigated further.

Student-Centered Strategies and Interventions

The theme "Student-Centered Strategies and Interventions" was represented by 13 counts, or 19.70% of all codes. This theme focuses on the efforts teachers make to implement student-centered strategies and interventions to address learning gaps, behavioral issues, and other student-related challenges.

P1 highlighted the importance of conducting intervention programs for students who are left behind, stating, "For instance, in the ratio of teachers to students, I just do what I can do to teach the children, especially those who are left behind. Our department conducts intervention programs for those kinds of students." This response emphasizes the teacher's dedication to providing support and intervention to students who need extra assistance, showcasing a student-centered approach to teaching. P3 reiterated their eagerness to teach and manage time effectively to fully engage with students during face-to-face teaching, stating, "I cope with it having the full eagerness to teach and manage my time well to fully engage myself with my students during in-person teaching. Also, to help learners to read since it is a part of the program of the school." This response highlights the teacher's enthusiasm for teaching and dedication to supporting students' reading skills, showcasing a student-centered approach to addressing literacy needs. P4 mentioned seeking help from concerned individuals and conducting seminars and projects to cater to students with learning gaps and behavioral issues, stating, "By asking the help of the concerned people in the division or different stakeholders in providing materials and facilities needed. The school also caters to different seminars for students to disseminate essential information that will help them in coping with the new normal. Different departments conduct projects that will help and cater to the gap of those lagging behind students." This response illustrates a collaborative and student-centered approach to providing resources and support to address various student needs. P6 highlighted the school's efforts to conduct remediation sessions in numeracy and literacy, address behavioral issues through parent-teacher conferences, and inform parents about student behavior, showcasing a student-centered approach to supporting academic and behavioral growth. P11 mentioned providing tutorial sessions for students with numeracy gaps and conducting home visitations to address habitual absences, showcasing individualized and student-centered interventions. P15 mentioned the school's adoption of the BRB4 Brigada pagbasa and lunch learning hub, where volunteer reading warrior tutors assist students with learning gaps in numeracy and literacy, showcasing a student-centered approach to addressing academic challenges. P19 shared a commitment to implementing the solutions proposed by the school and providing interventions for students

with learning gaps, showcasing a student-centered approach to supporting academic progress. P26 mentioned the involvement of guidance counselors and the "SAGIP" program to address behavioral issues and regular student attendance, and the support of the BRB4 implementation for students struggling with reading, showcasing a student-centered approach to supporting students' social-emotional well-being and academic growth. P29 emphasized the importance of continuous communication and encouragement to motivate students to perform better, showcasing a student-centered approach to fostering student motivation and engagement. P32 mentioned utilizing programs like BRB4 and proper communication with learners, showcasing a student-centered approach to enhancing learning experiences and addressing student needs.

The responses to the "Student-Centered Strategies and Interventions" theme demonstrate that teachers are committed to adapting their approaches and interventions to meet the unique needs of their students. By adopting student-centered strategies and implementing various interventions, educators aim to improve students' overall learning experiences and outcomes by addressing learning gaps, behavioral issues, and other obstacles. In accordance with the recommendation by (Dandan, 2022), students can invest their time in acquiring educational materials that will assist them in learning science most effectively, particularly in this new normal school where independent learning is required. The application of ESIM may facilitate the learning of students so that there are no learning gaps. The study's findings would permit the incorporation of technology into the creation of Strategic Intervention materials. To equip them with the most efficient learning tools. In order for students to acquire the expected knowledge, skills, and values, the ESIM should also be aligned with the learning competencies. It supports the creation of an opportunity for students to engage in continuous learning by providing teachers with webinars on the development of ESIM in key areas that would benefit the students' education. Since the study found an improvement in students' online performance, teachers may also use and find alternative ways to cultivate ESIM that are compatible with their preferred learning competency objectives. By utilizing ESIM, educators can improve the No Left Behind System of DepEd. For an innovative learning approach, the Department of Education can disseminate the study's findings to all public and private school teachers. It can also be discussed in a series of webinars designed to enhance student learning. As suggested by (Pocaan, Bailon, & Pocaan, 2022) To guarantee the academic success of every student, society as a whole must uphold the principle that no student should fall behind. The dedication of a teacher to cultivating each student's mind could be progressive with the aid of the community. School-community partnerships that provide essential academic support services for students' academic aspirations contribute to nation-building. Students utilize their acquired skills to aid community members. Furthermore, school-community relationships enhance the quality of education for all students.

Adaptability and Flexibility

The theme "Adaptability and Flexibility" was represented by 13 codes, or 19.70% of the total. This theme examines the various ways in which teachers demonstrate adaptability and flexibility in response to educational challenges and changes.

P1 emphasized the importance of adapting teaching approaches to address the needs of students, stating, "For instance, in the ratio of teachers to students, I just do what I can do to teach the children, especially those who are left behind. Our department conducts intervention programs for those kinds of students." This response showcases the teacher's adaptability in handling a large student-to-teacher ratio and implementing intervention programs to support struggling students. P10 mentioned the willingness to seek help from colleagues, research new strategies, and be patient and understanding with students during challenging times, showcasing adaptability and flexibility in enhancing teaching methods to support student learning. P11 highlighted providing tutorial sessions for students with numeracy gaps and conducting home visitations to address habitual absences, showcasing adaptability and flexibility in providing personalized support to address individual student needs. P14 emphasized the importance of optimism in approaching challenges and fulfilling the role of molding young minds, showcasing adaptability and flexibility in maintaining a positive outlook. P16 mentioned the importance of being an innovative 21st-century teacher in all aspects, showcasing adaptability and flexibility in embracing new teaching methods and technologies. P21 suggested the need for an additional teacher in their department, showcasing adaptability and flexibility in recognizing resource needs and proposing solutions. P22 emphasized accepting and solving problems normally, highlighting adaptability and flexibility in facing challenges with a solution-oriented mindset. P24 mentioned accepting the consequences of face-to-face teaching, showcasing adaptability and flexibility in adjusting to the current

learning environment. P25 highlighted the utilization of available resources and the involvement of parents and stakeholders, showcasing adaptability and flexibility in engaging various partners to support student learning. P31 mentioned formulating solutions to address learning gaps in Math through drills and an active school prefect for discipline, showcasing adaptability and flexibility in implementing targeted interventions. P36 emphasized the importance of self-adjustment and considering individual differences in learners, showcasing adaptability and flexibility in tailoring teaching approaches to meet diverse student needs. P37 mentioned accepting challenges and adhering to school-implemented rules, showcasing adaptability and flexibility in complying with changing regulations and policies. P39 highlighted the importance of being flexible and working with school personnel, showcasing adaptability and flexibility in collaborating with colleagues to support student success.

The responses to the "Adaptability and Flexibility" theme demonstrate the various ways in which teachers demonstrate adaptability and flexibility in their teaching practices and approaches. Whether it is adjusting to student needs, embracing new strategies and technologies, or collaborating with others, teachers demonstrate their ability to adapt to changing circumstances in order to provide their students with effective learning opportunities. In accordance with the findings of (Munda, 2021), the respondents' adaptability was "High" in terms of self-awareness, personal management, problem-solving and decision-making, attitude, and competency knowledge. Male respondents appeared to be more malleable than female respondents. In comparison to other age groups, respondents over 50 demonstrated an exceptionally high level of adaptability. Those with 16 to 20 years of teaching experience and those with more than 30 years of experience demonstrated exceptional adaptability. Even amidst the COVID-19 pandemic, the participants exhibited a high degree of adaptability. Therefore, it is suggested that teachers communicate with affected parties via any medium, gain an understanding of their circumstances, and continue carrying out their duties.

Emphasizing Physical and Mental Health

The theme "Emphasizing Physical and Mental Health" was represented by 5 codes, or 7.60 percent of the total. This theme emphasizes the importance of teachers and students prioritizing their physical and mental health.

P14 highlighted the importance of optimism in their role as an educator, stating, "Just be optimistic, anyway I am in this field to mold the minds of the young ones." This response showcases the positive mindset they adopt to contribute to the well-being of young minds. P18 mentioned the significance of not bringing work-related stress home and prioritizing enough sleep, saying, "by not bringing the paper works at home and allowing myself to have enough sleep." This response emphasizes the need for teachers to take care of their physical and mental health by setting boundaries and getting adequate rest. P19 emphasized following the school's proposed solutions to cope with challenges and providing interventions to students with learning gaps, stating, "I followed the solutions proposed by the school to cope with the challenges. As an adviser, I keep reminding students of things that they should do and shouldn't do in and out of the school. I provide interventions to students who have learning gaps." This response indicates the importance of proactive support for students' well-being and academic progress. P20 straightforwardly emphasized the need to be physically and mentally healthy, stating, "BE PHYSICALLY AND MENTALLY HEALTHY." This response highlights the importance of taking care of one's overall well-being to maintain a healthy and conducive learning environment. P28 reiterated the importance of staying positive, stating, "I always stay positive." This response reflects the significance of maintaining a positive outlook to support one's mental health amidst the challenges of teaching and learning.

The responses to the "Emphasizing Physical and Mental Health" theme collectively highlight the significance of physical and mental health for both teachers and students. Prioritizing well-being and adopting optimistic perspectives can result in a healthier learning environment and contribute to the growth and success of everyone involved in the educational process. Based on the study of (Jimenez, 2021) Based on the findings of the study, the following conclusions were drawn: In terms of mental health, teachers have difficulty sleeping less than once per week; teachers' well-being is frequently experienced nearly every day, but it does not bother them; teachers have a positive outlook on mental health and are neutral regarding resilience. Occasionally, teachers experience it in relation to their stress levels. In light of the findings, the researcher makes the following suggestions: To maintain a healthy mind and body, educators should maintain a healthy lifestyle that includes 7 to 9 hours of sleep per night. Teachers may participate in wellness programs (e.g., yoga, Zumba, etc.) to improve their workplace outlook. Teachers should cultivate tolerance for gestures and reframed

self-management skills in order to respond more effectively to challenging situations. 5. School administrators should incorporate stress management simulations into SLAC or INSET in order to evaluate teachers' behavioral competence in coping with workplace changes and stress. Schools should establish a teachers' service center (TSC) to offer psychosocial assistance and mental health education. School administrators and educational leaders should implement programs on wellness, fitness, and lifestyle well-being in order for teachers and employees to maintain a healthy lifestyle and a positive attitude at work.

Effective Communication and Involvement of Stakeholders

The theme "Effective Communication and Stakeholder Involvement" received seven counts, accounting for 10.60% of all codes. To support the educational process, this theme emphasizes the significance of open and collaborative communication among stakeholders.

P4 highlighted the significance of seeking help from various stakeholders and conducting seminars to disseminate essential information for coping with the new normal. They mentioned, "By asking the help of the concerned people in the division or different stakeholders in providing materials and facilities needed. The school also caters different seminars for students to disseminate essential information that will help them in coping with the new normal. Different departments conduct projects that will help and cater to the gap for those lagging behind students." This response underscores the importance of involving various individuals and organizations to address challenges and bridge learning gaps. P6 shared their school's approach to remediation and addressing behavioral issues, stating, "As for our school, we conduct a remediation specially in numeracy and literacy with the help of the BRB4 Team and the teachers of Kasiglahan Village National High School. With regards to the behavioral issues of the students, we make sure that we include the students' behavior as one of the agendas in parent-teacher conference. And we also inform the parents of our students' handbook." This response highlights the collaborative efforts of the school, teachers, and stakeholders in providing additional support and addressing behavioral concerns through parent-teacher conferences. P23 emphasized the importance of creating a welcoming and caring environment for students, stating, "let the students feel that they are accepted and loved." This response emphasizes the significance of positive and supportive interactions between teachers and students to foster a conducive learning atmosphere. P25 mentioned the use of available resources and involvement of parents and other stakeholders, stating, "Use the available resources, we practice the involvement of parents and other stakeholders." This response emphasizes the importance of utilizing available resources and engaging various stakeholders to enhance the learning experience. P26 highlighted the school's approach in addressing behavioral issues and supporting struggling students, stating, "For the behavioral issues of students, guidance counselors reach out to the parents/guardians of those concerned students. We also have the so-called 'SAGIP' program that caters to students with different problems that result from not coming to school regularly, including those with behavioral issues. For students having a hard time reading in Filipino and in English, our school supported the BRB4 implementation." This response illustrates the school's comprehensive efforts in addressing student well-being and providing necessary support through counseling and targeted programs. P27 discussed strategies implemented by schools and universities to cope with the challenges of face-to-face learning during the pandemic. They mentioned safety measures, hybrid learning models, and personal protective equipment to ensure the safety of students and teachers during in-person classes. P35 emphasized the importance of cooperation among schools, local government, and parents in the full implementation of in-person classes. This response underscores the significance of collaborative efforts among various stakeholders to ensure successful and effective educational practices.

The responses within the "Effective Communication and Involvement of Stakeholders" theme collectively highlight the importance of collaboration, open communication, and the active involvement of stakeholders to support and enhance students' educational experiences. Collaboration promotes a supportive learning environment and enables effective problem-solving to overcome obstacles and enhance learning outcomes. Associated with the study by (Cabardo, 2016) On the basis of the statistical findings of the study, it was determined that school constituent participation in the various school-initiated activities was moderate, and that the level of SBM implementation exceeded the minimum standard. The extent of SBM implementation can have a substantial effect on the participation of school stakeholders in a variety of school-initiated activities. In light of the above findings and conclusions, the researcher makes recommendations such as increasing the level of School-Based Management implementation to increase

the participation of school stakeholders in school-initiated activities and holding seminars and conferences at the school level to disseminate information and the significance of School-Based Management to the various stakeholders. This will also reduce perception and comprehension disparities regarding school-based management. In order to include parents in the planning, implementation, and evaluation of school activities pertaining to student learning, school officials may forge strong relationships with parents. It has been demonstrated that collaborative efforts benefit the community; therefore, more research should be conducted on the implementation of SBM and the level of participation of school stakeholders in the various school-initiated activities.

Innovative Teaching Approaches

The theme "Innovative Teaching Approaches" received 3 counts, accounting for 4.50% of all the codes. This theme emphasizes the importance of adopting creative and forward-thinking teaching methods to enhance the learning experience for students.

P10 highlighted the significance of seeking help from colleagues and being patient and understanding during the pandemic. They mentioned, "I shouldn't hesitate to ask for help from other people, especially my colleagues, about our lessons or for the welfare of our students. I also need to be extra patient and understanding because all of us had a difficult time adjusting to the pandemic. I will research more strategies or activities about my lesson on the internet to help my students easily understand our lessons." This response underscores the importance of collaboration, adaptability, and utilizing online resources to improve teaching approaches and ensure effective student engagement. P16 emphasized the importance of being an innovative 21st-century teacher, stating, "Being a 21st-century teacher means being innovative in all aspects." This response highlights the need for educators to embrace innovative teaching approaches and keep up with the changing educational landscape to better cater to students' needs and interests. P31 discussed the teachers' role in formulating solutions to address learning gaps, especially in essential subjects like Math. They mentioned, "We, the teachers, formulate solutions on how to address learning gaps of our students. Especially in Math, where operations on n integers are essential, we give drills on them every start of our class. On terms of disciplining the students, our school's prefect is very active." This response emphasizes the proactive role of teachers in designing targeted interventions and engaging students through interactive drills to improve their understanding of challenging topics.

The responses within the "Innovative Teaching Methods" theme collectively emphasize the significance of embracing creativity and initiative in the classroom. Teachers are able to adapt to changing circumstances and provide effective and engaging learning experiences for their students if they are receptive to collaboration, utilize online resources, and constantly seek innovative strategies. anchored in the research by (Jerusalem, 2020) Using Exploratory Factor Analysis (EFA), the findings of this study indicate that four (4) factors can be used to measure teachers' innovative instructional strategies. The identified factors/theme are Critical Thinking (factor 1), Creativity (factor 2), Social Skills (factor 3) and ICT Skills (factor 4). Cronbach's alpha coefficients were also calculated, revealing that the scales possessed an exceptionally high level of reliability, construct validity, sampling adequacy, and reliability. According to the findings of the study, the prevalence of innovative teaching strategies among educators is high. Their social skills are also outstanding, but they lack critical thinking. Therefore, the instrument can be used to evaluate the degree to which teachers employ innovative teaching strategies. It can be used to evaluate innovative teaching strategies by Public School District Supervisors, Program Specialists for Planning and Research, Human Resource Development, School Heads, researchers, and instructors. The need for teachers to develop their critical thinking skills can be addressed through training, and teachers' ICT skills can be improved through training and seminars.

Reminding Purpose and Passion

The theme "Recalling Purpose and Determination" received 3 counts, or 4.50 percent of all codes. This theme emphasizes the significance of reconnecting with one's teaching purpose and passion as a source of motivation and resiliency in the face of adversity.

P14 expressed their optimism and dedication to their role as a teacher, stating, "Just be optimistic, anyway I am in this field to mold the minds of the young ones." This response highlights the positive outlook and strong sense of purpose in shaping the minds and futures of young learners. P17 emphasized the enduring love, commitment, and passion for teaching, stating, "The love for teaching, the commitment, and passion are always there. These are the things that I

keep in mind and heart. These are the things that keep me going." This response underscores the significance of nurturing a deep passion for teaching and maintaining a sense of commitment, which serve as powerful driving forces in overcoming challenges. P34 shared a heartfelt sentiment about revisiting the reasons for choosing the teaching profession, stating, "When I am overwhelmed with the challenges and difficulties of being a teacher.... 'Lagi kong binabalikan ang dahilan kung bakit pinili kong maging guro' □ □." This response reflects the importance of reflecting on one's calling and purpose as a teacher, serving as a reminder of their dedication and commitment to their students and profession.

The responses to the "Reminding Purpose and Passion" theme collectively emphasize the importance of maintaining the intrinsic motivations and sense of purpose that drew teachers to the profession. Reminding oneself of the impact they have on their students' lives can provide the fortitude and resiliency needed to overcome obstacles and continue making a positive difference in their students' lives. According to the study by (Turul Mart, 2013), life-changing educators are motivated by a profound sense of commitment. Their convictions and brave actions inspire us to recognize our own values and captivate us. Passion contributes to teachers' motivation and effectiveness. Student achievement is impacted by a teacher's zeal. There is a significant correlation between a teacher's enthusiasm and student achievement. Commitment, or a sense of adherence, is a significant factor that affects the learning process of students.

Conclusion

Based on the findings, the following conclusions are drawn: (1)The findings from teachers' experiences with in-person classes demonstrate the dynamic nature of their teaching journey. As educators navigated the transition from distance learning, they embraced student-centered approaches, encountered positive and difficult emotional experiences, and made necessary adjustments to their teaching practices. These insights emphasize the significance of flexibility and adaptability in delivering effective in-person instruction. (2) The comparison and contrast of teaching experiences between distance learning and face-to-face learning sheds light on the unique challenges and similarities faced by teachers. It emphasizes the importance of comprehending the distinctive demands of each mode of instruction and the need for individualized support to facilitate transitions between the two environments. (3) Identified challenges in the full implementation of in-person classes highlighted the multifaceted issues faced by educators and schools. From infrastructure and academic gaps to behavioral concerns and safety measures, these challenges necessitate comprehensive and strategic responses to create a conducive learning environment. (4) Teachers' use of coping mechanisms in response to identified obstacles demonstrates their resourcefulness and resiliency. Educators successfully navigate the complexities of in-person instruction by seeking collaborative support, cultivating positive attitudes, employing student-centered strategies, and prioritizing their well-being.

Collectively, these findings demonstrate the teachers' dedication and commitment to providing quality education during the full implementation of in-person classes. By gaining an understanding of the experiences, difficulties, and coping strategies of educators, stakeholders can work collaboratively to create supportive and enriching learning environments for both teachers and students. In addition, these insights can inform the development of targeted interventions and policies to optimize teaching and learning in the face-to-face learning environment.

Based on the conclusions drawn from the findings, the following recommendations are proposed: (1) Continuous Professional Development: Schools should provide professional development opportunities for teachers to navigate in-person teaching, focusing on adaptability, student-centered approaches, and emotional well-being (2) Tailored Support for Transitions: Schools should develop tailored support systems for teachers transitioning between distance and in-person learning settings, offering resources, mentorship programs, and guidance to facilitate seamless transitions. (3) Investment in Infrastructure and Resources: Investing in classroom infrastructure, academic gaps, and learning materials is crucial for enhancing the learning environment and overcoming challenges. (4) Comprehensive Behavioral Support: Implement comprehensive strategies for addressing behavioral issues, fostering a positive, inclusive culture, and providing resources for educators. (5) Safety Measures: Prioritizing safety in educational institutions ensures students and teachers' well-being, fostering confidence and security. (6)Well-being and Mental Health: Schools should promote teachers' well-being and mental health by offering counseling, stress management programs, and fostering a supportive work culture. (7)Collaboration and Involvement: Foster collaboration in schools by establishing effective communication channels for teachers, parents, and administrators. (8)Encourage Innovative

Teaching Approaches: Supporting teachers to test with innovative teaching methods improves student engagement and academic outcomes. (9)Purpose and Passion: Schools should promote teacher motivation by celebrating achievements, impacting students, and fostering a positive work environment. (10)Evidence-Based Policy Implementation: Utilize findings for evidence-based policy development, involving educators in decision-making for practical, relevant improvements. Implementing recommendations improves in-person teaching experiences by prioritizing professional development, infrastructure improvement, and well-being initiatives. Collaboration and innovative teaching approaches foster resilient educators and a successful learning journey.

References

Aguhayon, H., Tingson, R., & Pentang, J. (2023). Addressing Students Learning Gaps in Mathematics through Differentiated Instruction. International Journal of Educational Management and Development Studies, 4(1), 69–87. https://doi.org/10.53378/352967

Akomolafe, C. O., & Adesua, V. O. (2016). The impact of physical facilities on students' level of motivation and academic performance in senior secondary schools in South West Nigeria. Journal of Education and Practice, 4(7), 38–39. Retrieved from https://r.search.yahoo.com/_ylt=Awrxwv59XqBhrXoAniDLQwx.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3Ny/RV=2/RE=1637928701/RO=10/RU=https%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FEJ1092365.pdf/RK=2/RS=86gLZl9aG13UV.ZKBbNmNdNnzI0-

Aksan, J. A. (2021). 64-Article Text-723-1-10-20220518. Open Access Indonesia Journal of Social Sciences, Vol 4(Issue 4), 445–467.

Almahasees, Z., Mohsen, K., & Amin, M. O. (2021). Faculty's and Students' Perceptions of Online Learning During COVID-19. Frontiers in Education, 6(May), 1–10. https://doi.org/10.3389/feduc.2021.638470

Ancho, I. V., & Arrieta, G. S. (2021). Filipino teacher professional development in the new normal. Education and Self Development, 16(3), 25–43. https://doi.org/10.26907/esd.16.3.04

Asio, J. M. R., Gadia, E., Abarintos, E., Paguio, D., & Balce, M. (2021). Internet Connection and Learning Device Availability of College Students: Basis for Institutionalizing Flexible Learning in the New Normal. Studies in Humanities and Education, 2(1), 56–69. https://doi.org/10.48185/she.v2i1.224

Banal, C. L., & Ortega-Dela Cruz, R. A. (2022). Teachers' resilience in facing workload adversities in times of pandemic: The case of the private school teachers in a developing country. Indonesian Journal of Social Sciences, 14(1), 36–51. https://doi.org/10.20473/ijss.v14i1.35946

Barrios, A. R., Liezel, A. A. C., Love, C. B., Beldia, L. L., & Sosas, R. V. (2023). Workload and Teaching Efficiency of High School Teachers in Southern Baptist College, Incorporated, Mlang, Cotabato, Philippines. Issue 1 Ser. I, 13(March), 39–47. https://doi.org/10.9790/7388-1301013947

Barrot, J. S., Llenares, I. I., & del Rosario, L. S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. Education and Information Technologies, 26(6), 7321–7338. https://doi.org/10.1007/s10639-021-10589-x

Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental involvement in the Philippines: A review of literatures. Southeast Asia Early Childhood Journal, 6, 41–50. https://doi.org/10.37134/saecj.vol6.5.2017

Basar, Z. M., Mansor, A. N., Jamaludin, K. A., & Alias, B. S. (2021). The Effectiveness and Challenges of Online Learning for Secondary School Students - A Case Study. Asian Journal of University Education, 17(3), 119–129. https://doi.org/10.24191/ajue.v17i3.14514

C., E., a, J., … c, C. (2020). Motivating Factors of Teachers in Developing Supplementary Learning Materials (Slms). International Journal of Advanced Research, 8(5), 108–113. https://doi.org/10.21474/ijar01/10912

Cabardo, J. R. O. (2016). Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management. Journal of Inquiry & Action in Education, 8(1), 2016.

Cahapay, M. B. (2020). 469-Article Text-844-2-10-20200613.pdf, 15(1), 269–276.

City, O., & City, O. (2019). Students' Perception on Instructor Bullying in a Local COllege in Zambales, Philippines. International Journal of Social & Scientific Research, 05(September), 1–10.

Constantino, R. M., J. Tibayan, C. A., C. Quizon, S. C., & V. Simangan, R. (2020). Challenges Encountered by Parents in the Education of their Children during COVID-19 Pandemic. International Journal of Advanced Engineering, Management and Science, 6(12), 562–564. https://doi.org/10.22161/ijaems.612.11

D. Agayon, A. J., R. Agayon, A. K., & T. Pentang, J. (2022). Teachers in The New Normal: Challenges and Coping Mechanisms in Secondary Schools. Journal of Humanities and Education Development, 4(1), 67–75. https://doi.org/10.22161/jhed.4.1.8

Dandan, K. B. V. (2022). ESIM (ELECTRONIC STRATEGIC INTERVENTION MATERIAL) IN SCIENCE 9 □ : AN AID TO IMPROVE THE ONLINE LEARNING PERFORMANCE, 103(1), 288–298.

DepEd Memorandum No. 071 series. (2021). Preparation for the Pilot Face-to-Face, Expansion and Transitioning to New Normal. DepEd Memorandum, (2), 1–25. Retrieved from www.deped.gov.ph/wp

Dikli, S. (2003). Assessment at a distance □ : Traditional vs . Alternative Assessments. The Turkish Online Journal of Education Technology, 2(3), 13–19. Retrieved from http://www.tojet.net/articles/v2i3/232.pdf

DIVISION ONSITE VALIDATION OF ADDITIONAL PUBLIC SCHOOLS IN. (2022), (90), 0–4.

Elementary, M. D. T. (2021). PRESS RELEASE SDO Rizal to conduct limited face-to-face classes in Tanay , Binangonan, (71).

Foo, C. chung, Cheung, B., & Chu, K. man. (2021). A comparative study regarding distance learning and the conventional face-to-face approach conducted problem-based learning tutorial during the COVID-19 pandemic. BMC Medical Education, 21(1), 1–6.

https://doi.org/10.1186/s12909-021-02575-1

Glariana, C. E., Nick, &, & Solar, J. B. (2015). Status of School Safety and Security among Elementary Schools in the Fifth Class Municipality. Part I Asia Pacific Journal of Multidisciplinary Research, 3(5), 10–18.

Glenford C. Franca, Ma. Melanie N. Edig, & Ronald S. Decano. (2022). Teachers' Resiliency and the Schools' Readiness To Distance Education. EPRA International Journal of Environmental Economics, Commerce and Educational Management, (January), 64–71. https://doi.org/10.36713/epra9410

Gonong, G. O. (2017). Addressing Teacher Professional Development Issues □: Supporting Teacher Quality. National Orientatation on Teachers Induction Program, 1–14.

Gonzales, M. G., Guimary, F. M., & Gabunilas, L. M. (2022). Teacher ' S Workload and Well -Being and Their Implication To Learners ' Academic Performance, 34(1), 47–51.

Hollister, B., Nair, P., Hill-Lindsay, S., & Chukoskie, L. (2022). Engagement in Online Learning: Student Attitudes and Behavior During COVID-19. Frontiers in Education, 7(May). https://doi.org/10.3389/feduc.2022.851019

Javier, D. M. (2022). Challenges Encountered by the Private and Public School Teachers During the Full Implementation of Face-to-Face Classes: Basis for an Intervention Plan Proposal. International Journal of Research Publication and Reviews, 03(12), 1575–1580. https://doi.org/10.55248/gengpi.2022.31247

Jerusalem, R. Y. (2020). Teachers' Innovative Teaching Strategies: Scale Development Using Exploratory Factor Analysis. Print) International Journal of Social Science and Humanities Research, 8(2), 80–95. Retrieved from www.researchpublish.com

Jimenez, E. C. (2021). Impact of Mental Health and Stress Level of Teachers to Learning Resource Development. Shanlax International Journal of Education, 9(2), 1–11. https://doi.org/10.34293/education.v9i2.3702

Kaput, K. (2018). Evidence for Student-Centered Learning, (January).

Karal, H., & Cebi, A. (2012). Views on Modular Assessment and Evaluation Process in Distance Education. Procedia - Social and Behavioral Sciences, 46(January), 2073–2077. https://doi.org/10.1016/j.sbspro.2012.05.430

Khateeb, L. A., Shdaifat, S. A. K., & Shdaifa, D. N. A. K. (2020). Effectiveness of Communication Techniques in Distance Education and its Impact on Learning Outcomes at Jordanian Universities (Northern Province). International Journal of Higher Education, 10(2), 74. https://doi.org/10.5430/ijhe.v10n2p74

Laro, A. L. (n.d.). Teach for Gender Equality Project □: An input to Gender Sensitive Curriculum in the Philippine Basic Education System.

Mindanao, S. (2022). ISSN 2244-4432, (Stage 1), 30–49.

Munda, N. (2021). The Adaptability of Public School Teachers amidst the Pandemic. Central Mindanao University Journal of Science, 25(1). https://doi.org/10.52751/pemw2173

Ng, C. F. (2021). The Physical Learning Environment of Online Distance Learners in Higher Education – A Conceptual Model. Frontiers in Psychology, 12(September). https://doi.org/10.3389/fpsyg.2021.635117

Palma, B., & Caballes, D. G. (2022). Practices As Perceived By Students and Teachers □: Basis for, (June).

Paul, J., & Jefferson, F. (2019). A Comparative Analysis of Student Performance in an Online vs. Face-to-Face Environmental Science Course From 2009 to 2016. Frontiers in Computer Science, 1(November). https://doi.org/10.3389/fcomp.2019.00007

Peter Barrett, A. T., & Tigran Shmis, Diego Ambasz, and M. U. (2019). The Impact of School Infrastructure on Learning. INTERNATIONAL DEVELOPMENT IN FOCUS The Impact of School Infrastructure on Learning.

Pocaan, J. M., Bailon, L. L., & Pocaan, J. P. T. (2022). Strategic Reading Intervention for Left-Behind Learners in the Philippines. LLT Journal: A Journal on Language and Language Teaching, 25(2), 367–378. https://doi.org/10.24071/llt.v25i2.5087

Richman, L. J., Haines, S., & Fello, S. (2019). Collaborative Professional Development Focused on Promoting Effective Implementation of the Next Generation Science Standards. Science Education International, 30(3), 200–208. https://doi.org/10.33828/sei.v30.i3.6

Robosa, J., Ercie Paras, N., Perante, L., Alvez, T., & Tus, J. (2021). The Experiences and Challenges Faced of the Public School Teachers Amidst the COVID-19 Pandemic □: A Phenomenological Study in the Philippines. International Journal Of Advance Research And Innovative Ideas In Education, 7(1), 1342–1361. https://doi.org/10.6084/m9.figshare.14028833.v1

Santiago Jr, C. S., Leah Ulanday, M. P., Jane Centeno, Z. R., Cristina Bayla, M. D., & Callanta, J. S. (2021). Flexible Learning Adaptabilities in the New Normal: E-Learning Resources, Digital Meeting Platforms, Online Learning Systems and Learning Engagement. Asian Journal of Distance Education, 16(2), 43. Retrieved from http://www.asianjde.com/

Song, J. (2021). Expanding Teacher Reflection on Emotions in Online Teaching: Grappling with Teacher Identity and Student (non)Participation. Iranian Journal of Language Teaching Research, 9(SpecialIssue 3), 77–91. https://doi.org/10.30466/ijltr.2021.121077

Soverano, J. R. (2019). Compliance of Public Elementary Schools in Safety and Security Services Based on School Size, 7(November 2019), 49–58.

Superintendents, D., & Others, A. (2022). ilil □:, 4–6.

Tagare, R. J. (2023). Back to in-person classes in the Philippine basic education: threading the opportunities and limitations in the teaching of Physical Education. Retos, 47(January), 986–993. https://doi.org/10.47197/retos.v47.95921

Tomas, M. J. L., Villaros, E. T., & Galman, S. M. A. (2021). The Perceived Challenges in Reading of Learners: Basis for School Reading Programs. Open Journal of Social Sciences, 09(05), 107–122. https://doi.org/10.4236/jss.2021.95009

Tuğrul Mart, Ç. (2013). A Passionate Teacher: Teacher Commitment and Dedication to Student Learning. International Journal of Academic Research in Progressive Education and Development, 2(1), 2226–6348.

Villanueva, M. A. L. O., Ed, M. A., David, B., Ph, D., & Hum, D. (2020). Behavioral Problems of Students Observed By the Secondary Scheme, 145–150.

Wang, C. (2018). An exploration of students' experiences and interpretations of an internationalisation policy implemented in a

Chinese university : A case study. http://etheses.dur.ac.uk/12626/

Yeh, C. Y., & Tsai, C. C. (2022). Massive Distance Education: Barriers and Challenges in Shifting to a Complete Online Learning Environment. Frontiers in Psychology, 13(June), 1–8. https://doi.org/10.3389/fpsyg.2022.928717

Zarzycka, E., Krasodomska, J., Mazurczak-Mąka, A., & Turek-Radwan, M. (2021). Distance learning during the COVID-19 pandemic: students' communication and collaboration and the role of social media. Cogent Arts and Humanities, 8(1). https://doi.org/10.1080/23311983.2021.1953228

Zhao, S., & Song, J. (2022). Unpacking the Emotional Experiences of Learners in a Blended Learning Context. Frontiers in Psychology, 13(May), 1–10. https://doi.org/10.3389/fpsyg.2022.879696

Qda Miner - Provalis Research. Provalis Research - Text Analytics Software Leader. (2020, December 3). https://provalisresearch.com/products/qualitative-data-%20%C2%A0%20analysis-software/

By, Evans, O. G., on, U., 19, J., & Olivia Guy EvansAssociate Editor for Simply Psychology BSc (Hons). (2023, June 19). Emotional labor: Definition, examples, types, and consequences. Simply Psychology. https://www.simplypsychology.org/emotional-labor.html

DepEd vows to champion teachers' welfare, professional development. Department of Education. (n.d.-a).https://www.deped.gov.ph/2023/02/07/deped-vows-to-champion-teachers-welfare-professional-development/

Matatag: DepEd's new agenda to resolve basic education woes. Department of Education. (n.d.-b). https://www.deped.gov.ph/2023/01/30/matatag-depeds-new-agenda-to-resolve-basic-education-woes/

Affiliations and Corresponding Information

Jarom A. Anero
Pililla National High School
Department of Education - Pilippines

Eloisa S. Tamayo
Pililla National High School
Department of Education - Pilippines