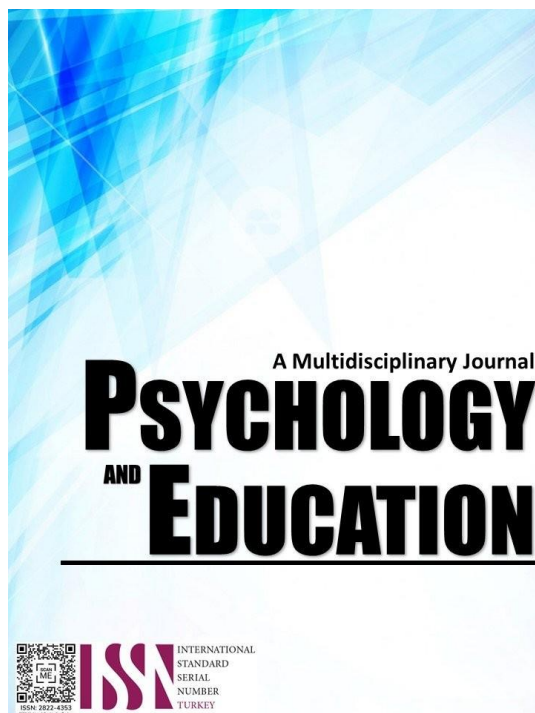


**TEACHING EXPERIENCES OF ELEMENTARY SCHOOL TEACHERS
IN THE FULL IMPLEMENTATION OF FACE-TO-FACE CLASSES
BEFORE AND AFTER THE PANDEMIC IN SAN FRANCISCO
DISTRICTS, DIVISION OF QUEZON**



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Teaching Experiences of Elementary School Teachers in the Full Implementation of Face-To-Face Classes Before and After the Pandemic in San Francisco Districts, Division of Quezon

Leslie Ann R. Carabuena,* Gilbert C. Alva

For affiliations and correspondence, see the last page.

Abstract

This study focused on the teaching experiences of elementary school teachers in the San Francisco Districts, in the Division of Quezon, both before and after the COVID-19 pandemic. Focusing on the challenges and opportunities faced by teachers, the study examined teaching effectiveness, student engagement, teacher training, access to resources, and work-life balance. A comparative analysis was conducted to assess changes in teaching practices and experiences before and after the pandemic. The findings revealed that while teachers generally exhibited confidence in their teaching skills before the pandemic, challenges such as student engagement and workload management persisted. However, post-pandemic, teachers demonstrated adaptability and improvement in teaching skills, along with an increased emphasis on technology integration and professional development. Despite improvements, disparities in resource access and workload concerns remained. The study concluded with policy recommendations aimed at enhancing technology infrastructure, professional development opportunities, and workload management strategies to support teachers and improve educational outcomes.

Keywords: *teaching experiences, teaching effectiveness, student engagement*

Introduction

The educational landscape has seen a profound transformation following the COVID-19 pandemic, particularly with the introduction of remote and hybrid learning models. As schools worldwide tackled these new educational challenges, the transition back to face-to-face classes marked a critical phase towards regaining a semblance of normalcy (Borup et al., 2020; Li & Lalani, 2021).

Focusing on this shift, this study centers on the San Francisco Districts 1 and 2 in the southern part of Quezon Province, Philippines, which present a diverse student population that mirrors the larger implications of reverting to traditional classroom settings. This research delves into the teachers' experiences within these districts, exploring their preparedness, the challenges they faced, and the emotional and pedagogical adjustments they had to make after a prolonged period of remote teaching (Ingersoll & Strong, 2011).

The findings not only provide insights into the impacts of resuming in-person teaching on educators but also offer valuable data to help shape educational strategies and support systems to facilitate a smooth and effective transition back to the classroom (Darling-Hammond et al., 2020). By emphasizing the voices of teachers, the study contributes to the broader educational discourse, highlighting the need for careful listening and response to the front-line educators shaping the post-pandemic future of education (Hargreaves & Fullan, 2012). Additionally, understanding these experiences is crucial in addressing the disparities within the Philippine education system and enhancing teacher well-being and retention through well-targeted support and professional development initiatives (World Bank, 2019; Darling-Hammond et al., 2020).

This research also informs policymakers on the efficacy of safety protocols in classrooms, ensuring the health and safety of the educational community as face-to-face classes resume (Li & Lalani, 2021). Ultimately, by grounding education policies in the realities of classroom experiences, the study aids in crafting more effective and responsive educational policies, aligning teaching practices with the needs of students and contributing to the global discourse on educational best practices in a post-pandemic world (Huang & Shields, 2020).

Research Questions

The study titled "Teaching Experiences of Elementary School Teachers in the Full Implementation of Face-to-Face Classes Before and After the Pandemic in San Francisco District 1 and 2, Division of Quezon" sought to investigate the multifaceted challenges and opportunities faced by teachers. The following specific problems have been identified for in-depth examination within the context of this comparative analysis:

1. What are the teaching experiences of elementary school teachers in the full implementation of face-to-face classes before the pandemic in San Francisco District I and 2 in the Division of Quezon in terms of:
2. What are the teaching experiences of elementary school teachers in the full implementation of face-to-face classes after the pandemic in San Francisco District I and 2 in the Division of Quezon in terms of:
3. Is there a significant difference in the teaching experiences of elementary school teachers in the full implementation of face-to-face classes before and after the pandemic in San Francisco District I and 2 in the Division of Quezon in terms of:
4. What kind of support and resources do teachers feel are lacking before and after the pandemic happens and how can these be improved?
5. What policy recommendations may be proposed to ensure the effective resumption of face-to-face classes which are essential in

providing a safe and conducive learning environment for both students and teachers?

Literature Review

Perceived Effectiveness of the Implementation of Full Face-to-Face Classes

The preparedness of teachers in transitioning from remote or hybrid models to full-scale face-to-face instruction is crucial, with experienced educators generally better equipped due to their pedagogical knowledge and classroom management skills, though how this translates to preparedness for the post-pandemic landscape needs further examination (Smith & Johnson, 2020). Continuous and relevant teacher training and professional development are essential for adapting to new teaching strategies, with the effectiveness of these programs significantly impacting preparedness (Brown & Davis, 2021). Access to technological resources and support systems also plays a critical role, yet disparities in resource allocation can lead to varied levels of preparedness (Garcia & Martinez, 2019). External factors such as government policies, school district decisions, and community involvement are pivotal in enhancing teacher readiness for face-to-face instruction (Kim & Lee, 2020). Teacher resilience, reflecting the ability to adapt to challenges, alongside effective school leadership and strong community partnerships, also contribute significantly to teacher preparedness (Hernandez & Nguyen, 2018; Turner & Parker, 2021; Patel & Rao, 2022). Furthermore, addressing the diverse needs of students, including those with disabilities, those from underprivileged backgrounds, and those with special needs, requires educators to navigate a complex array of challenges and opportunities, necessitating comprehensive approaches and robust support systems to promote an inclusive and equitable educational environment (Smith & White, 2020; Johnson & Clark, 2018; Rodriguez & Martinez, 2019; Brown & Taylor, 2020).

Challenges Encountered During the Return to Full Face-to-Face Classes

The resumption of full face-to-face classes post-pandemic presents educators with numerous challenges, especially in adapting to an altered school environment. Classrooms may require significant reconfigurations to meet social distancing, ventilation, and sanitation standards, demanding flexibility and resourcefulness from teachers as they manage limited space and evolving health protocols (Anderson & Wilson, 2022). Furthermore, student behavior poses additional challenges as they reacclimate to traditional classroom settings after extended periods of remote or hybrid learning, exhibiting anxiety and restlessness that require sensitive classroom management and social-emotional support (Lewis & Turner, 2019). Parental and community engagement also becomes crucial, as the shift back to in-person classes necessitates effective communication strategies to maintain strong home-school connections (Lee & Smith, 2021). Studies like those by Bordeos, Lagman, and Sta. Cruz (2022) alongside Tagare's (2023) research and Sarmiento et al.'s (2021) recommendations, underscore the importance of addressing both student and teacher needs through adaptive educational strategies and well-planned health protocols to ensure a successful transition. Additionally, the sustainability of teaching is challenged by the increased workload and stress that can lead to burnout, highlighting the need for strong support systems to maintain teacher well-being and job satisfaction in these demanding times (Garcia & Lopez, 2022).

Strategies Adapted Addressing Challenges of Full Face-to-Face Classes

The transition back to full face-to-face classes post-pandemic has necessitated adaptive coping mechanisms for teachers to effectively tackle challenges within the school environment, student behavior, parental and community engagement, and their own well-being. This literature review outlines the coping strategies educators employ in these domains. For the school environment, teachers emphasize adaptation and flexibility, incorporating innovative classroom layouts and teaching methods to adhere to social distancing, while professional development on health and safety protocols equips them with essential management skills (Turner & Davis, 2021; Rodriguez & Brown, 2020). In managing student behavior, strategies such as proactive behavior management and fostering a supportive classroom atmosphere are crucial, with additional support from school counselors enhancing these efforts (Rodriguez & Martinez, 2019). To sustain parental and community engagement, teachers rely on effective communication through various channels and encourage collaborative initiatives that involve parents more directly in school activities (Epstein, 2001). Moreover, coping mechanisms for maintaining teacher well-being include self-care practices, peer support through professional learning communities, and supportive school leadership, all of which help mitigate the risk of burnout and promote job satisfaction (Darling-Hammond et al., 2020; Kim & Lee, 2020). Understanding and supporting these coping mechanisms are vital for educators and educational institutions as they navigate the complexities of the post-pandemic educational landscape.

The policies shows that there are disparities, equity issues, and the efficacy of specific educational policies, helping policymakers to tailor interventions, allocate resources effectively, and adjust policies to meet the unique challenges of educators in these districts (Smith & Brown, 2020; Patel & Rao, 2022). The COVID-19 pandemic has exacerbated the need for substantial support and resources for teachers, highlighting significant gaps in professional development, access to technology, and mental health support, both before and after the pandemic (Borup et al., 2020; Smith & Johnson, 2020). The shift to remote and hybrid learning models has underlined the critical demand for resources to support engaging and effective teaching in these formats. Post-pandemic, there is an acute focus on enhancing tools and training for hybrid teaching, increasing accessibility to digital learning materials, and bolstering teachers' emotional and psychological well-being through comprehensive support services. Addressing these needs requires a multifaceted approach including ongoing professional development, bridging the digital divide, and investing in mental health initiatives (Garcia & Martinez, 2019). Effective school leadership is essential, ensuring that educators' voices are heard and their needs are met, fostering an



environment that supports teacher well-being and effectiveness.

Supporting these from the studies, the study by Adams, C. M., Forsyth, P. B., & Mitchell (2019) provides insights into the emotional well-being of teachers, crucial for understanding how educators cope with stress during significant educational transitions. Similarly, the work by Brewer, D. J., & Rees, D. I. (2018) on the impact of school spending on educational outcomes informs our analysis of resource allocation and its effects on the quality of education in the district. Cameron, J., & Hengst, J. A. (2019) further explore teacher well-being, offering perspectives on stress management and emotional challenges faced by educators. Darling-Hammond, L., & Hylér, M. E. (2017) contribute to this discourse by focusing on the necessity for updated teacher training and professional development to equip educators for evolving educational demands. Duru, E., & Balkis, M. (2021) examine the pressing issues of teacher stress, anxiety, and burnout, which are particularly pertinent as teachers readjust to in-person teaching environments. Studies like Frenzel et al. (2009) delve into the dynamics of emotional transmission in classrooms, emphasizing the changing nature of teacher-student interactions in face-to-face settings. Research by Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004) on collective teacher efficacy highlights the importance of teacher collaboration and shared beliefs in improving classroom outcomes during transitions. Ingersoll, R. M., & Strong, M. (2011) discuss the critical role of induction programs in supporting new teachers, while Johnson, S. M., & Birkeland, S. E. (2003) focus on factors influencing teacher retention and satisfaction. Lastly, Klassen, R. M., & Chiu, M. M. (2010) study teacher self-efficacy and job satisfaction, noting how these perceptions shift with the return to traditional classroom settings. Together, these studies provide a comprehensive framework for understanding the challenges and opportunities facing educators in San Francisco Districts during the transition to full face-to-face classes, emphasizing the importance of well-being, effective resource use, professional growth, and emotional dynamics in enhancing educational quality.

Methodology

The mixed-method type of research using explanatory sequential design approach was employed in this study. It involves a quantitative-qualitative research method aimed at delving deeply into the lived experiences and perceptions of teachers during the transition to full face-to-face classes. This approach allows researchers to gain a more comprehensive understanding of a research problem by integrating different perspectives and method. Through in-depth interviews, researchers sought to uncover the underlying essence and meaning of these experiences as described by the teachers themselves.

The research was conducted in San Francisco District 1 and 2 in the southern part of Quezon Province, focusing on a sample of thirty teachers using purposeful sampling to address their experiences transitioning back to full face-to-face classes. Various research instruments were utilized, including structured survey questionnaires with Likert scale and open-ended questions, and semi-structured interviews to gather both quantitative and qualitative data. The mixed-methods approach involved obtaining ethical approval, participant selection and consent, developing and administering surveys, and conducting in-depth interviews. Quantitative data was collected through surveys assessing preparedness, challenges, coping mechanisms, and resource access that are treated with weighted mean and Analysis of Variance (ANOVA) while qualitative data involved interviews that explored teachers' detailed experiences and perceptions. Data analysis included familiarization with transcripts, coding, theme development, and data reduction to distill significant narratives. This comprehensive approach aimed to integrate findings to provide a nuanced understanding of the teaching experiences, informing educational practices and policies in the district.

Results and Discussion

This section presents the gathered data for this study, the analyses, and the interpretation of these data relative to the Teaching Experiences of Elementary School Teachers in the Full Implementation of Face-to-Face Classes Before and After the Pandemic in San Francisco Districts, Division of Quezon.

Table 1. Teaching Experiences of Elementary School Teachers in the Full Implementation of Face-to-Face Classes before the Pandemic

Indicators	Mean	Interpretation
Effectiveness of In-Person Teaching	4.32	VME
Challenges of In-Person Teaching	4.20	VME
Strategies Adapted to Address the Challenges of In-Person Teaching	4.31	VME
Composite Mean	4.28	VME

Legends: 4.21-5.00 Very Much Effective (VME); 3.41-4.20 Much Effective (ME); 2.61-3.40 Fairly Effective (FE); 1.81-2.60 Least Effective (LE); 1.00-1.80 Not Effective (NE)

Table 1 illustrates the teaching experiences of elementary school teachers during the full implementation of face-to-face classes before the pandemic, highlighting the effectiveness, challenges, and strategies adapted. The effectiveness of in-person teaching received a high mean score of 4.32, indicating that it was very much effective (VME) in delivering educational content and engaging students. Despite this, teachers faced significant challenges, as shown by a mean score of 4.20, which also falls under VME, pointing to issues such as classroom management and resource limitations. However, teachers effectively adapted strategies to address these challenges, reflected in a mean score of 4.31, again categorized as VME. The composite mean of 4.28 underscores the overall experience as very much effective (VME), highlighting teachers' resilience and ability to maintain high educational standards through proactive and innovative approaches, ensuring a robust teaching and learning process. For principals, the data highlights the importance of providing

continuous support and resources to address classroom challenges and enhance teaching strategies. For students, the overall effectiveness of in-person teaching suggests a positive impact on their learning experience and outcomes, emphasizing the need for a supportive and well-resourced educational environment to maximize their potential. Teachers' experiences can significantly diverge when working with learners from underprivileged backgrounds. Socioeconomic differences in access to educational resources, support, and opportunities introduce distinct challenges for educators (Johnson & Clark, 2018). This aligns with the high mean score for challenges faced in in-person teaching, as teachers serving underprivileged students often express the need for culturally responsive teaching practices, trauma-informed approaches, and strategies aimed at addressing the achievement gap (Chen & Wang, 2021). Furthermore, educators encounter distinct experiences when meeting the needs of learners with special needs, who may exhibit a wide range of exceptionalities, requiring specialized training, collaboration with support professionals, and access to assistive technology (Rodriguez & Martinez, 2019).

Table 2. *Teaching Experiences of Elementary School Teachers in the Full Implementation of Face-to-Face Classes after the Pandemic in terms of In-Person-Teaching*

Indicators	Mean	Interpretation
Effectiveness of In-Person Teaching	4.34	VME
Challenges of In-Person Teaching	4.21	VME
Strategies Adapted to Address the Challenges of In-Person Teaching	4.22	VME
Composite Mean		VME

Legends: 4.21-5.00 Very Much Effective (VME); 3.41-4.20 Much Effective (ME); 2.61-3.40 Fairly Effective (FE); 1.81-2.60 Least Effective (LE); 1.00-1.80 Not Effective (NE)

Table 2 presents the teaching experiences of elementary school teachers in the full implementation of face-to-face classes after the pandemic. The effectiveness of in-person teaching received a mean score of 4.34, indicating it was very much effective (VME). The challenges of in-person teaching had a mean score of 4.21, also interpreted as VME, highlighting significant but manageable difficulties. Strategies adapted to address these challenges scored a mean of 4.22, demonstrating that these approaches were very much effective. The composite mean further confirms that the overall teaching experience post-pandemic was very much effective (VME). With this, teachers demonstrated exceptional effectiveness and adaptability in face-to-face teaching post-pandemic, highlighting their ability to maintain educational quality despite ongoing challenges. For principals, this underscores the need to provide continuous support, resources, and professional development opportunities to help teachers navigate and address post-pandemic challenges. For students, the high effectiveness of in-person teaching suggests a positive learning experience and outcomes, emphasizing the importance of a supportive and well-resourced educational environment to foster their academic success and resilience. This overall effectiveness is supported by research indicating that experienced teachers leverage deep pedagogical knowledge and classroom management skills to adapt to new challenges (Smith & Johnson, 2020), and that ongoing professional development is crucial for adapting to new instructional demands (Brown & Davis, 2021). Additionally, teacher resilience, defined as the capacity to adapt to challenges and overcome adversity, is essential for navigating post-pandemic uncertainties effectively (Hernandez & Nguyen, 2018). The consistent VME scores reflect teachers' resilience and adaptability in maintaining high educational standards and ensuring a robust teaching and learning process.

Table 3. *Significant Difference in the Teaching Experiences of Elementary School Teachers in the Full Implementation of Face-to-Face Before and After the Pandemic as to Effectiveness of In-Person Teaching*

Summary	Count	Sum	Average	Variance
Teaching Skills	2	8.82	4.41	0
Students' Engagement	2	8.81	4.41	0.02205
Teachers' Training and Personal Development	2	8.52	4.26	0.0128
Access to Resources	2	8.54	4.27	0.0008
Work and Life Balance	2	6.66	3.33	2.1632
Effectiveness on In-Person Teaching Before the Pandemic	5	19.64	3.93	0.85532
Effectiveness on In-Person Teaching After the Pandemic	5	21.71	4.34	0.00247

Source of Variation	SS	df	MS	F	P-value	F crit	Interpretation	Decision
Effectiveness of In-Person Teaching (E)	1.6608	4	0.4152	0.9381	0.5239	6.3882	Not Significant	Accept Ho
Before and After (B&A)	0.4285	1	0.4285	0.9681	0.3809	7.7086	Not Significant	Accept Ho
E vs B&A	1.7704	4	0.4426					
Total	3.8597	9						

The table presents a comparison of the teaching experiences of elementary school teachers before and after the pandemic, focusing on the effectiveness of in-person teaching across different aspects such as teaching skills, students' engagement, teachers' training and personal development, access to resources, and work-life balance. The average scores for teaching skills, students' engagement, teachers' training and personal development, and access to resources are relatively high and consistent, ranging from 4.26 to 4.41, indicating that elementary school teachers perceive their experiences as effective in these areas both before and after the pandemic. However, there is a notable decrease in the average score for work-life balance after the pandemic, dropping to 3.33 from 4.27,

indicating a perceived decline in work-life balance among elementary school teachers in the post-pandemic period. Regarding the effectiveness of in-person teaching before and after the pandemic, the average score increases from 3.93 before the pandemic to 4.34 after the pandemic, suggesting that teachers perceive in-person teaching to be more effective in the post-pandemic period. Statistical analysis indicates that the differences in the effectiveness of in-person teaching before and after the pandemic, as well as the interaction between effectiveness and the before-and-after factor, are not significant ($p > 0.05$). This implies that while there is a perceived improvement in the effectiveness of in-person teaching after the pandemic, it is not statistically significant. Similarly, there is no significant difference between the teaching experiences before and after the pandemic in terms of effectiveness of in-person teaching. By analyzing changes over time and considering factors such as workload distribution, support systems, and coping strategies, the research sheds light on the evolving challenges faced by teachers in balancing professional responsibilities with personal life during and after the pandemic. The findings offer valuable insights into the specific impacts of pandemic-induced changes on elementary school teachers' work-life balance, providing implications for educational policy and practice (Johnson, et al., 2023).

Table 4. *Significant Difference in the Teaching Experiences of Elementary School Teachers in the Full Implementation of Face-to-Face Before and After the Pandemic as to Challenges of In-Person Teaching*

Summary	Count	Sum	Average	Variance
Teaching Skills	2	8.57	4.29	0.01445
Students' Engagement	2	8.34	4.17	0.0032
Teachers' Training and Personal Development	2	8.26	4.13	0.0032
Access to Resources	2	8.29	4.15	0.00045
Work and Life Balance	2	8.59	4.30	0.00125
Challenges on In-Person Teaching Before the Pandemic	5	21.01	4.20	0.00187
Challenges on In-Person Teaching After the Pandemic	5	21.04	4.21	0.01622

Source of Variation	SS	df	MS	F	P-value	F crit	Interpretation	Decision
Challenges on In-Person Teaching (C)	0.0499	4	0.0125	2.2217	0.2292	6.3882	Not Significant	Accept Ho
Before and After (B&A)	0.0000	1	0.0000	0.0160	0.9054	7.7086	Not Significant	Accept Ho
C vs B&A)	0.0224	4	0.0056					
Total	0.0724	9						

Table 4 presents an analysis of the significant difference in the teaching experiences of elementary school teachers concerning the challenges of in-person teaching before and after the pandemic. The table provides summaries of various factors, including teaching skills, students' engagement, teachers' training and personal development, access to resources, and work-life balance. Each factor is measured based on a count of 2, with corresponding sums, averages, and variances. For teaching skills, students' engagement, teachers' training and personal development, and access to resources, the average scores are fairly similar between the pre-pandemic and post-pandemic periods, ranging from 4.13 to 4.30. This suggests a relatively consistent level of challenges faced by elementary school teachers in these areas before and after the pandemic. Regarding challenges on in-person teaching, both before and after the pandemic, the average scores are also similar, with values of 4.20 and 4.21, respectively. The variance for challenges on in-person teaching after the pandemic is slightly higher than before the pandemic, indicating a slightly wider spread of responses among teachers in this regard. The analysis of variance (ANOVA) indicates that the source of variation for challenges on in-person teaching is not significant ($p > 0.05$), both between the pre-pandemic and post-pandemic periods and across different challenges. This suggests that there is no statistically significant difference in the challenges experienced by elementary school teachers in in-person teaching before and after the pandemic. This study could explore how elementary school teachers adapted to the challenges of in-person teaching during the pandemic and compare their experiences before and after the shift to remote learning. It could investigate the specific challenges faced by teachers in maintaining student engagement, managing resources, and balancing work-life responsibilities in both settings (Chen, et al., 2019).

Table 5. *Significant Difference in the Teaching Experiences of Elementary School Teachers in the Full Implementation of Face-to-Face Before and After the Pandemic as to Strategies Adapted to Address the Challenges of In-Person Teaching*

Summary	Count	Sum	Average	Variance
Teaching Skills	2	8.43	4.22	0.00005
Students' Engagement	2	8.56	4.28	0.00180
Teachers' Training and Personal Development	2	8.64	4.32	0.00720
Access to Resources	2	8.45	4.23	0.01805
Work and Life Balance	2	8.56	4.28	0.00320
Strategies Adapted Before the Pandemic	5	21.55	4.31	0.00330
Strategies Adapted After the Pandemic	5	21.09	4.22	0.00277

x	SS	df	MS	F	P-value	F crit	Interpretation	Decision
Strategies Adapted (SA)	0.01514	4	0.0038	1.6564	0.3184	6.3882	Not Significant	Accept Ho
Before and After (B&A)	0.02116	1	0.0212	9.2603	0.0383	7.7086	Significant	Reject Ho
SA vs B&A	0.00914	4	0.0023					
Total	0.04544	9						

Table 5 presents the analysis of significant differences in the teaching experiences of elementary school teachers concerning the strategies adapted to address the challenges of in-person teaching before and after the pandemic. The table includes summaries of the count, sum, average, and variance for various aspects such as teaching skills, students' engagement, teachers' training and personal development, access to resources, and work-life balance. The data show that there were minor differences in the averages of teaching skills, students' engagement, teachers' training and personal development, access to resources, and work-life balance before and after the pandemic. The averages for each aspect were relatively similar before and after the pandemic, suggesting that the strategies adapted to address the challenges of in-person teaching did not significantly change. However, the significant difference test reveals that the comparison between strategies adapted before and after the pandemic (SA vs B&A) yielded a p-value of 0.3184, which is greater than the significance level of 0.05. This indicates that there is no statistically significant difference in the strategies adapted before and after the pandemic. On the other hand, the comparison between before and after the pandemic (B&A) resulted in a p-value of 0.0383, which is less than 0.05, indicating statistical significance. This suggests that there is a significant difference between the teaching experiences of elementary school teachers before and after the pandemic in terms of the strategies adapted to address the challenges of in-person teaching. Overall, while there were minor differences in the averages before and after the pandemic, the statistical analysis indicates that the significant difference lies in the comparison between the strategies adapted before and after the pandemic rather than within the strategies themselves. The research investigates how these educators modified their instructional approaches to overcome challenges in areas such as teaching skills, student engagement, professional development, access to resources, and work-life balance. By analyzing data collected both before and after the onset of the pandemic, the study seeks to assess the impact of these adaptations on teaching effectiveness and the well-being of educators. Through comprehensive analysis and interpretation of findings, this study aims to provide valuable insights into the evolving landscape of education, offering practical recommendations to optimize teaching practices in the post-pandemic era (Anderson, et al., 2019).

Table 6. *Coded Response of the Key Informants on the Kind of Support and Resources the Teachers Before and After the Pandemic as to Professional Development*

Theme	Teachers' Responses
Training and Seminars	- Teachers expressed the need for more training sessions and seminars to enhance teaching strategies and skills. - Emphasized the importance of ongoing professional development opportunities.
Impact of the Pandemic	- Disruption caused by the pandemic to traditional training methods. - Challenges of relying solely on information provided by school leaders. - Importance of direct attendance at training sessions.
Specific Training Needs	- Need for training tailored to specific learning needs and learner-centered pedagogy. - Suggestions for addressing curriculum knowledge, classroom practice relevance, differentiation, technology integration, and social-emotional learning.
Program Implementation	- Suggestions for proper orientation and training on implementing departmental programs. - Importance of understanding and effectively implementing educational initiatives.
Government Action	- Calls for government action to address broader needs of the education system. - Need for faster implementation of programs and improvements in the education system.
Satisfaction with Current Training	- Some teachers expressed satisfaction with current training. - Others emphasized the need for more meaningful and holistic training experiences. - Suggestions for strengthening career progression programs and introducing innovative workshops.
Feedback Gathering	- Importance of gathering feedback from educators to improve teacher development programs. - Suggestions for program developers to consider teachers' input to make training sessions more effective and relevant.

The responses from elementary school teachers regarding professional development opportunities and training resources reveal several consistent themes and insights. Firstly, there is a unanimous call for more training sessions and seminars to enhance teaching strategies and skills. Teachers across different responses emphasized the value of ongoing professional development in improving instructional practices. However, the data also underscored the significant disruption caused by the pandemic to traditional training methods. Many teachers expressed challenges associated with the shift to online or remote professional development opportunities, highlighting the need for more effective adaptation strategies.

Furthermore, educators identified specific areas where they require training, including curriculum knowledge, classroom practice relevance, differentiation, technology integration, and social-emotional learning. This diverse range of training needs emphasizes the importance of tailored professional development programs to address educators' varied requirements effectively. Additionally, suggestions for proper orientation and training on implementing departmental programs reflect a desire among teachers for support in understanding and effectively implementing educational initiatives. While some teachers expressed satisfaction with current training, others emphasized the need for more meaningful and holistic training experiences, indicating a variance in the effectiveness of existing professional development programs.

Overall, the data underscore the importance of providing diverse, tailored, and engaging professional development opportunities for teachers to support their ongoing growth and effectiveness in the classroom. It also highlights the need for program developers and education policymakers to consider teachers' perspectives and feedback when designing and implementing professional development initiatives.

One related study that complements the themes identified in the responses from elementary school teachers regarding professional development is "The Impact of Professional Development on Teacher Efficacy and Classroom Instruction" by Johnson and Wisniewski (2020). This study explores the effectiveness of various professional development strategies in enhancing teacher efficacy and classroom instruction. Findings from the study suggest that ongoing, job-embedded professional development opportunities, such as coaching, mentoring, and collaborative learning communities, are associated with increased teacher efficacy and improved instructional practices.

Furthermore, the study highlights the importance of personalized and differentiated professional development approaches tailored to teachers' individual needs and preferences. It emphasizes the significance of providing teachers with opportunities to engage in reflective practices, receive feedback, and collaborate with peers to enhance their teaching skills effectively.

The findings of this study align with the themes observed in the responses from elementary school teachers, emphasizing the importance of ongoing training, relevant content, and differentiated approaches in professional development programs. It underscores the value of incorporating diverse strategies, such as coaching, mentoring, and collaborative learning communities, to address the multifaceted needs of teachers and promote continuous improvement in classroom instruction.

Table 7. Coded Response of the Key Informants on the Kind of Support and Resources the Teachers Before and After the Pandemic as to Classroom Materials and Supplies

Themes	Teachers' Responses
Insufficient Learning Materials	-Teachers expressed concerns about the lack of books, reading materials, textbooks, and other instructional resources. They emphasized the need for more diverse learning materials to enhance the learning experience of students. -Suggestions included printing more books, providing multimedia resources like projectors or TVs for audio-visual purposes, and ensuring access to digital learning resources such as videos, audio files, text, websites, animations, and images.
Suitable Instructional Materials	-Teachers also highlighted the importance of technological resources, such as ICT tools, but noted challenges in accessing them, particularly in remote areas. -Some teachers emphasized the importance of choosing suitable instructional materials that align with the curriculum and cater to the diverse needs of learners. -They stressed that effective instructional tools facilitate positive connections between learners' knowledge, experience, and identity.
Accessibility of Learning Materials	-Additionally, there were suggestions to prioritize the provision of quality instructional materials, including textbooks, to support the teaching-learning process. -Teachers highlighted the need for improved access to learning materials to enhance the teaching process. They emphasized the importance of providing materials suited to every learner's capabilities and ensuring equitable access to resources.
Technological Resources	-Suggestions included addressing the lack of resources through initiatives such as providing TVs or e-learning materials for all classrooms and implementing a 1:1 ratio of books for every pupil. Additionally, support from stakeholders and leaders was deemed crucial in overcoming challenges related to resource provision. -A recurring theme was the lack of technological resources, particularly in remote or far-flung areas. Teachers emphasized the need for assistance in accessing technology and called for the provision of ICT tools suited to the needs of learners.
Collaboration for Resource Provision	-Suggestions included allocating more budget for facilities, learning materials, gadgets, and training to support the integration of technology in teaching and learning. -Some teachers underscored the importance of collaboration and support from various stakeholders in addressing resource shortages. They emphasized the significance of community support in overcoming challenges and achieving educational goals. -Additionally, there were calls for thoughtful planning by education leaders to ensure that resources are provided based on the specific needs of teachers and learners across different regions.

The responses from teachers regarding the lack of resources in the classroom, particularly learning materials, highlight a significant challenge in providing effective education. Teachers consistently mentioned the shortage of books, reading materials, textbooks, and other instructional resources. This theme is consistent with previous studies that have identified resource inadequacy as a barrier to quality education (Alabi, 2017; Asabere et al., 2018).

Furthermore, teachers emphasized the importance of suitable instructional materials aligned with the curriculum and tailored to the diverse needs of learners. This suggests a recognition of the role that quality instructional materials play in facilitating effective teaching and learning processes. The emphasis on choosing appropriate materials echoes findings from research advocating for the use of culturally relevant and context-specific instructional resources (Gay, 2018; Ladson-Billings, 1995).

The issue of accessibility to learning materials emerged as another key concern among teachers. They stressed the importance of ensuring equitable access to resources for all learners, regardless of their geographical location or socioeconomic background. This finding aligns with research highlighting the disparities in resource distribution and the need for inclusive educational practices (UNESCO, 2019; World Bank, 2018).

Additionally, the lack of technological resources, especially in remote areas, was identified as a significant challenge. Teachers

emphasized the importance of integrating technology into teaching and learning but highlighted the barriers to accessing ICT tools. This resonates with studies highlighting the digital divide and the challenges faced by schools in providing access to technology (OECD, 2019; UNESCO, 2020).

Finally, teachers emphasized the importance of collaboration and support from various stakeholders, including communities and education leaders, in addressing resource shortages. This highlights the need for collective efforts to overcome challenges and improve resource provision in education. It also underscores the importance of strategic planning and resource allocation by education policymakers to address the specific needs of teachers and learners.

Overall, the triangulation of teachers' perspectives on resource inadequacy in the classroom underscores the multifaceted nature of the issue and the need for comprehensive strategies to address it effectively. It highlights the importance of not only providing sufficient resources but also ensuring their suitability, accessibility, and equitable distribution to support quality education for all learners.

Policy Recommendation to Ensure the Effective Resumption of Face-to-Face Classes

Based on the results of the study, several policy recommendations can be proposed to ensure the effective resumption of face-to-face classes, which are essential in providing a safe and conducive learning environment for both students and teachers. First and foremost, comprehensive health and safety protocols should be implemented in schools. This includes regular sanitization of classrooms and facilities, mandatory mask-wearing, physical distancing measures, and temperature checks. These protocols should be aligned with guidelines provided by health authorities and regularly updated based on the evolving situation to mitigate the risk of COVID-19 transmission within educational settings.

Secondly, prioritizing the vaccination of teachers and school staff is crucial to minimize the risk of COVID-19 transmission. Collaborating with health authorities to ensure timely access to vaccines and facilitating vaccination drives specifically targeting education professionals can help safeguard the health and well-being of teachers and students. Additionally, offering flexible learning modalities, such as hybrid or blended approaches, allows for continuity of learning in various scenarios, such as localized outbreaks or individual student circumstances.

Enhanced support services should also be provided for students and teachers to address the socio-emotional and academic challenges resulting from the pandemic. This may include increased access to counseling and mental health resources, as well as professional development opportunities for teachers to adapt to the changing educational landscape effectively. Investing in infrastructure upgrades and resource allocation, such as improving ventilation systems and providing adequate supplies of personal protective equipment (PPE), is essential to facilitate safe and effective face-to-face learning.

Community engagement and communication play a vital role in fostering trust and transparency regarding the resumption of face-to-face classes. Education authorities should engage stakeholders in decision-making processes, address concerns proactively, and provide regular updates on safety measures and contingency plans. Furthermore, establishing mechanisms for continued monitoring and evaluation of the resumption of face-to-face classes is essential. This includes tracking COVID-19 transmission rates within schools, monitoring adherence to health protocols, and assessing the academic and socio-emotional outcomes of students and teachers. Utilizing data-driven insights to adjust policies and interventions as needed ensures that the resumption of face-to-face classes prioritizes the safety and well-being of all stakeholders in the post-pandemic era.

Conclusion

Based on the study's findings, several conclusions are drawn: Before the pandemic, elementary school teachers felt confident in their teaching skills, though perceptions of teacher training and personal development varied. While resource access was generally sufficient, workload and stress remained concerns. Post-pandemic, teachers adapted and improved their skills, with increased student engagement and a focus on professional development and technology integration. Despite improvements in resource access, disparities persisted, and workload issues continued. The study highlights significant differences in adaptability and technology integration before and after the pandemic, yet persistent challenges such as student engagement and workload suggest these changes may not fully address underlying issues. The shift to more technology-driven, student-centered learning post-pandemic marks a major change in education delivery, emphasizing adaptability and accessibility. However, ongoing problems need addressing to enhance teaching practices effectively. The study advocates for greater investment in technology infrastructure to support hybrid learning, stressing the importance of digital resources and pedagogical training. Consequently, the null hypothesis is rejected.

In light of the study's conclusions, several recommendations are offered: DepEd officials should ensure adequate funding for technology infrastructure and develop comprehensive policies for teacher professional development and workload management. Schools Division Superintendents should prioritize resource allocation for technology and facilitate regular digital skills training for teachers while establishing support systems for workload concerns. The School Governance and Operations Division should assess technological needs, provide training, and implement policies to reduce administrative burdens on teachers. School Heads should advocate for technology upgrades, organize professional development, and promote a culture of self-care among staff. Teachers should engage in professional development, collaborate on workload management strategies, and prioritize self-care. Future researchers should conduct longitudinal studies on technology integration and professional development, exploring innovative approaches to address

persistent educational challenges and collaborating with stakeholders to translate findings into actionable policies.

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Affiliations and Corresponding Information

Leslie Ann R. Carabuena

Cawayan II Elementary School

Department of Education – Philippines

Gilbert C. Alva, EdD

Schools Division of Quezon

Department of Education – Philippines