Research Article

Teachers' Challenges and Readiness of the School on the Implementation of Expanded Face-to-face Classes

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ABSTRACT

This study investigated the teachers 'challenges in implementing expanded face-to-face classes and school standards and procedures in the Division of Nueva Ecija. This utilized descriptive research in describing the socio-demographic profile of the respondents as well as their perceived student attitudes towards learning Araling Panlipunan, challenges on the implementation of face-to-faces and perception of school standards and procedures. A total of 48 teachers were selected purposively as respondents to the study. They were teachers in Carranglan District handling Araling Panlipunan subjects in the Schools Division of Nueva Ecija. The survey questionnaire was administered. Data gathered were analyzed using frequency, mean and percentage. Meanwhile, Chi-square was used to establish relationships among variables. The study shows that regular monitoring of students' performance through their assessments and performance tasks ranks first as issues and challenges that Araling Panlipunan teachers experienced during the pandemic, and resiliency and flexibility were the traits that the respondents described. With the study's findings, an intervention plan is proposed to help Araling Panlipunan teachers overcome the challenges in teaching and attain their full potential. This will become the basis for educators and administrators to help them enhance their competencies in the field.

Keywords: *Challenges, Expanded Face-to-Face Classes, Implementation, School Standards and Procedures*

Introduction

Learners are used to learning at school, face-to-face with teachers in the delivery of lessons; therefore, the learners grasp the task of the day. However, changes arise because of the pandemic, in which learners remain at home to prepare for their studies with the aid of their learning facilitators. The changes taking place directly impact the delivery of the learning, and since we are back to the implementation of in-person and face-to-face, DepEd Order 17, s.

2022, implemented the Guidelines on the Progressive Expansion of Face-to-Face Classes.

Standards and methods for its implementation as a shared duty in managing school safety, such as planning, traffic management, community strategy, contingency plan, and school-community coordination, are also included. This is crucial to comply with health rules and stop the pandemic from spreading, which necessitates knowledge of it (Makhanova & Shepherd, 2020). Additionally, these details offer suitable countermeasures to inappropriate acts (Sobol et al., 2020).

In response to teaching and learning regarding guidance for class schedule, teaching and learning delivery, learning resources, and school activities and the considerations of the most marginalized, face-to-face instruction is needed to retrieve the two-year learning gaps. It was seen that amidst the pandemic, schools and teachers are struggling with learning infrastructure and learning resources even though strategies to improve the teaching and learning management system, communication and collaboration are undertaken (Salafudin et al., 2021). With it, the need for an assessment is essential.

Through the Basic Education Learning Continuity Plan (BE-LCP) of the Department of Education, a response to this widespread educational interruption was resolved with considerations. The department uses a variety of interventions called the BE-LCP. All academic offices and institutions should be given well-defined rules for handling the problems brought on by the current health crisis. The implementation of BE-LCP is a clear manifestation of the DepEd's commitment to continue education even with the presence of risks brought by the pandemic or regardless of the changes it brought (Peregrino et al., 2021)

With the gradual reintroduction of face-to-face classes, the tireless teachers who have already made sacrifices to guarantee that the learners will receive the excellent education they deserve even during the pandemic continue to secure a healthy atmosphere and impart knowledge to the learners. However, teachers expressed concern about the "limited time to accommodate all learning concerns by learners (Malipot, 2022).

Many educators have found it challenging to teach Araling Panlipunan because students sometimes need to perceive the relevance of what they are learning to their everyday lives. Students frequently mistakenly believe the course to be solely about history. It covers many highly engaging topics, including geography, anthropology, economics, history, sociology, political science, and civics (Nair, 2020).

In addition, students frequently have negative attitudes toward social studies experiences. Even more concerning is that young people view social studies as something other than a valuable subject. Component of our education that is useful or intriguing. Conrad (1996) emphasized that if young people see social studies as unimportant, then teaching.

Through Araling Panlipunan, learners grow in understanding of knowledge of the world. They get knowledge of others. And their worth in various eras, locations, and circumstances. Additionally, they grow a viewpoint on their surroundings. Moreover, the way it is developing. The historical, social, and political aspects of changes in geography, politics, and the economy influenced the nation. Students learn about people—accomplishments and how to interpret changes in civilization in light of various environmental problems and conflict issues. The distinguishing feature of Araling Panlipunam in Junior High School is learners' participation in collaborative activities in presentations that emulate their performance.

However, much is still to be learned about what occurs during the teaching-learning process. There is a need to address the challenges in teaching Araling Panlipunan and able to improve their pedagogies after the two years of learning gaps. Feedback on personal performance has been demonstrated to be a powerful tool in improving practice in a wide array of arenas, from individual behavior to organizational performance (Becker et al., 2013)

To recognize the possible contribution to the problem stated above, the researcher seeks to find out the challenges in teaching Araling Panlipunan during the implementation of expanded face-to-face classes and to evaluate the school's preparedness in terms of standards and procedures in Caranglan District, Schools Division of Nueva Ecija, in the sincere hope that

its findings can address the problems and the study's findings could serve as a foundation in proposing intervention in teaching Araling Panlipunan after the pandemic and as the foundation for future research.

Objectives of the Study

This study aimed to determine the teachers' challenges experienced in school standards and procedures on implementing expanded face-to-face classes in teaching Araling Panlipunan. Specifically, the study sought answers to the following questions:

1. determine the Socio-demographic Profile of Araling Panlipunan Teachers in terms of their age, sex, civil status, teaching position, years in teaching and highest educational attainment
2. determine the student's attitude in learning Araling Panlipunan as perceived by the teachers.
3. determine teacher-respondents' challenges in implementing expanded face-to-face classes in terms of lesson planning, teaching strategies and materials, classroom structure and management, assessment of learner's performance, professional collaboration and communication with stakeholders, parents/guardians.
4. determine the school standards and procedures for implementing expanded face-to-face classes regarding school traffic management, communication strategy, ensuring teaching and learning delivery, class schedules, learning resources and school activities.
5. determine if there is a significant relationship between:
   5.1. the socio-demographic profile of the teacher-respondents and the challenges in the implementation of expanded face-to-face classes;
   5.2. the socio-demographic profile of the teacher-respondents and the school standards and procedures on the implementation of expanded face-to-face classes;
   5.3. the teacher-respondents challenges and the school standards and procedures on the implementation of expanded face-to-face classes;

6. design an intervention plan based on the results of the study.

Methods
Research Design

The descriptive type of research was used in this study. The data obtained from the respondents were gathered, tabulated, analyzed and interpret. This method is considered the most appropriate since it can provide facts on which professional judgment may be based. This research design is of great value in understanding the phenomena' nature, characteristics, components and aspects (Zulueta & Costales, 2003).

The fundamental characteristics of the data in a study were described using descriptive statistics. Simple summaries of the sample and the measurements are provided. Meanwhile, Chi-Square was used to determine the expected and observed frequencies to assess whether there was a substantial difference.

Sample and Sampling Procedures

The teachers who participated in the study as respondents were chosen using total enumeration. A purposive sampling strategy entails looking at the entire population with specific features. Total enumeration sampling is an intentional sampling technique where the researcher chooses to examine the entire population with a particular set of characteristics. The units in sampling are the elements of the population. Humans are likely the most prevalent units in the entire enumeration sample (Sugiyono, 2013).

Respondents of the Study

Forty-eight (48) Public Junior and Senior High School Araling Panlipunan teachers participated in this study. They served as the respondents that guided the researcher through the data and information needed for this study. Moreover, this study focused on the teachers' challenges in implementing expanded face-to-face classes and school standards and procedures.

Scope and Delimitation

The study was limited to the description of respondents' socio-demographic profile,

students' attitudes towards learning Araling Panlipunan, challenges in teaching and perception of school standards and procedures towards implementing expanded face-to-face classes. It further determined the relationships between the socio-demographic profiles, challenges in teaching and perception of school standards and procedures towards implementing expanded face-to-face classes in teaching Araling Panlipunan. On the other hand, this was conducted among Araling Panlipunan teachers in Junior and Senior High Schools in Caranglan District at the Schools Division of Nueva Ecija.

Research Instrument

The instrument was composed of five parts. The first part is composed of the socio-demographic profile of the respondents. Moreover, the second part was composed of thirty-one (31) statements which focused on the student's attitudes towards learning Araling Panlipunan as perceived by the teachers. In contrast, the third part discussed the respondent's challenges in teaching during the implementation of expanded face-to-face classes; this part was composed of fifty-two (52) item adapted statements from Individual Performance Commitment (IPCRF). Some concepts were lifted from the duties and responsibilities of Teacher I – III as stated in the PPST - IPCRF. The fourth part pertains to the perception of the respondents on school standards and procedures. This comprised thirty-seven (37) statements based on the guidelines stated in Department Order No. 17, s. 2022. The last part determined the issues and challenges experienced by Araling Panlipunan teachers.

Validity Test

The instrument's content concerning the student's attitudes towards learning Araling Panlipunan and challenges in teaching during the implementation of expanded face-to-face classes was adapted from related literature and studies. In contrast, the statements on the challenges in teaching during the implementation of expanded face-to-face classes were based on the guidelines stated in Department Order No. 17, s. 2022. The statements from the challenges during the implementation of the face-to-face

class were adapted from Individual Performance Commitment (IPCRF), and some concepts were lifted from the duties and responsibilities of Teacher I – III as stated in the PPST - IPCRF.

The reliability was tested on the teachers in District II in the Division of Nueva Ecija. A result was tabulated and interpreted using Cronbach's Alpha. Cronbach's Alpha was used to assess the reliability or internal consistency of a set of scale or test items. The result was interpreted using the alpha (α) coefficient of reliability ranging from 0 to 1 in providing the overall assessment of a measure of reliability. All scale items are entirely independent of one another (i.e., are not correlated or share no covariance), $\alpha = 0$; and, if all of the items have high covariance, the alpha will approach one as the number of items in the scale approaches infinity.

As a result, the computed *alpha was* 0.92. Thus, the pilot testing was necessary to achieve the desired Cronbach Alpha and is reliable to measure the teachers' challenges in implementing expanded face-to-face classes and school standards and procedures.

Data Analysis

This research used the descriptive method questionnaire to gather data from the respondents.

1. Frequency and percentage were used to determine the socio-demographic profile of the teacher-respondents.
2. Weighted mean and frequency count, on the other hand, were utilized to assess the student's attitudes, the teachers' challenges and the school standards and procedures for implementing face-to-face classes. The five-point Likert scale was used for verbal interpretation of the weighted mean.
3. The Chi-Square Analysis was employed to establish the relationship between the teacher respondents' socio-demographic profile and the challenges in the implementation of expanded face-to-face classes; a significant relationship between the socio-demographic profile of the teacher respondents and the school standards and procedures; and significant relationship

between the teacher respondents challenge and the school standards and procedures in the implementation of expanded face-to-face classes.

Results and Discussions
Socio-Demographic Characteristics of the Respondents

To address the first objective of the study, the socio-demographic profile of the teachers in Araling Panlipunan was described in terms of age, sex, civil status, position, teaching position, years of teaching and highest educational attainment. These characteristics were discussed using frequency and percentage.

Table 1.

Respondents' Socio-demographic Profile	F	%
Age		
23 to 30 years old	22	45.80
31 to 38 years old	8	16.60
39 to 46 years old	10	21.00
47 to 54 years old	4	8.30
55 to 62 years old	4	8.30
Sex		
Male	8	16.67
Female	40	83.33
Civil Status		
Single	20	41.67
Married	28	58.33
Separated	0	0.00
Widow/er	0	0.00
Teaching Position		
Teacher I	27	56.25
Teacher II	13	27.08
Teacher III	8	16.67
Master Teacher I	0	0.00
Master Teacher II	0	0.00
Years in Teaching		
1 to 5 years	35	72.92
6 to 10 Years	8	16.67
11 to 15 Years	4	8.33
16 to 20 Years	0	0.00
21 and above	1	2.08
Highest Educational Attainment		
College Graduate	8	16.67
With MA Units	34	70.83
MA Graduate	3	6.25
With Doctoral Units	3	6.25
Doctoral Graduatre	0	0.00

Age
Table 1.1 shows the distribution of data regarding the age of the respondents. From the table it was found that 22 belonged to age ranged from 23 – 30 years old, which is 45.8 %, while ten among the respondents belong to aged 39 – 46 years old, which is 21.0 %, and 8 or 16.6% belonged to 31 – 38 Years Old. While four were under 47 – 54 years old and 55 – 62 years old, or 8.3%.

Sex

From Table 1.2, it was found that 40 of the respondents are female, 83.33%, while 8 are males, 16.67%. This implies that female-dominated males are in the field. It shows that females are exercising their career choice in teaching Araling Panlipunan. This provides information that females have experience challenges in teaching during the pandemic.

Civil Status

Regarding civil status, most respondents (58.33%) were married, while some (41.67%) were single. Findings imply that most of the respondents in elementary schools of Cabanatuan City were already settled down during the study.

Teaching Position

As shown in Table 1.4, it was found that 27 of the respondents are Teacher I, which is 56.25%. This implies that they are beginners or newly hired teachers who need assistance to achieve their full potential. On the other hand, 13 are Teacher II which is 27.08%, while 8 or 16.67% are Teacher III.

Years in Teaching

From the data shown in the table, it was found that 35 of the respondents rendered service ranging from 1 to 5 years in the Department of Education, which is 72.92%. There are 20 who served for 6 to 8 years which is 16.67%, while four rendered 11 to 15 years, and also one is identified as 21 and above years in teaching, which is 2.08%.

Highest Educational Attainment

From the table, it was found that 34 of the respondents are With MA Units, which is 70.83%. This implies that most of them seek professional development by studying and continuing education. Meanwhile, 8 or 16.67% of them are bachelor's graduates, which implies that most of them are lacking in their professional growth leading to becoming competent in their chosen fields. Meanwhile, three are MA Graduates and With Doctoral Units, which are both 6.25%.

Table 2. Student's Attitudes towards Learning AralingPanlipunan

STATEMENTS	MEAN	DESCRIPTION
Physical Condition	**4.18**	**Strongly Agree**
My students use preferential seating inside the classroom where they feel more comfortable.	4.31	Strongly Agree
My students get bored with routine task inside the classroom	3.31	Agree
My students motivate their selves to encourage positive reinforcement in class discussion	3.88	Agree
I show appreciation and provide feedback mechanism in my students outputs and completed learning tasks	4.67	Strongly Agree
For me, face-to-face activity is easier for students to do rather than modular approach	4.73	Strongly Agree
Instructional Scheme	**4.51**	**Strongly Agree**
My students enjoy learning AralingPanlipunan because the I come to class prepared and equipped with knowledge and skills about the topic	4.38	Strongly Agree
I used PowerPoint presentation as instructional tools	4.54	Strongly Agree
I provide very clear instructions on how to accomplish the task	4.58	Strongly Agree
I keep in track on how well my learners do the activity based on the lesson	4.48	Strongly Agree
I used examples which has a connection on the class discussion	4.56	Strongly Agree
Social Interaction	**3.87**	**Agree**
My student's classmate influencing each other to participate in activities and discussion	4.15	Agree

STATEMENTS	MEAN	DESCRIPTION
There is a willingness on my students to accept assignment as leader in the class activity	4.02	Agree
My students were hesitant to join in group activity	3.00	Moderately Agree
My student's make favorable response on my suggestion and comments in a representation or activity.	4.10	Agree
My students can work efficiently as a group than if working alone.	4.06	Agree
Etiquette	**3.49**	**Agree**
My students give respect and obey me during class.	4.15	Agree
My students give up easily in a very demanding situation	2.96	Moderately Agree
My students stay away and avoid social interaction with class-mates during and after the class.	2.63	Moderately Agree
My students listen attentively and focus on the discussion	3.92	Agree
Actions by other members of group usually influenced my students to do further work	3.81	Agree
OVERALL WIEGTHED MEAN	**4.01**	Agree

Legend:
1.00 to 1.79   Strongly Disagree
1.80 to 2.59   Disagree
2.60 to 3.39   Moderately Agree
3.40 to 4.19   Agree
4.20 to 5.00   Strongly Agree

Physical Condition

Meanwhile, physical condition with an overall mean of 4.18, described as strongly agree, indicates that considering physical condition indicates a student's attitude toward learning when attending face-to-face classes in Araling Panlipunan. This means that physical condition usually affects students' attitude towards learning Araling Panlipunan. The indicator "For me, face-to-face activity is easier for students to do rather than modular approach" was found to have the highest mean of 4.73, which was verbally described as Strongly Agree. This implies that students perceived that face-to-face instruction is more accessible than a modular curriculum. This reveals that as face-to-face classes employ two-way learning, there is real-time contact and ease of communication between students and teachers.

Instructional Scheme

Student's attitude towards learning in terms of the Instructional Scheme got an average mean of 4.51 and verbally described as Strongly Agree. It indicates that students consider the instructional scheme when attending classes in Araling Panlipunan. This means that the instructional scheme usually affects the student's learning attitude. This implies that well-planned instruction maximizes academic learning time, actively includes students in worthwhile activities, promotes proactive and positive approaches across instructional intensity, and is provided with fidelity. The indicator "I provide very clear instructions on how to accomplish the task" was found to have the highest mean of 4.58, which was verbally described as Strongly Agree. Providing students with precise directions will help ensure they fully understand the lesson.

Social Interaction

Meanwhile, students' attitudes towards learning regarding social interaction got an average mean of 3.87 and verbally described as Agree. It indicates that students consider collaborative sessions when attending classes in Araling Panlipunan. This implies that it generally impacts how people socially engage with one another in face-to-face classes because it promotes sharing ideas and brainstorming. Burke (2011) strengthens that

students are more motivated and have access to more knowledge when working in groups with their peers than alone.

Etiquette

In addition, students' attitudes towards learning in terms of etiquette got an average mean of 3.49 and verbally described as Agree. It indicates that students consider etiquette and manners while attending Araling Panlipunan. This implies that attitudes towards learning are typically influenced by etiquette, and it can aid in building enduring relationships based on reliance and trust. Building lifelong relationships and creating successful possibilities are made possible by using good manners in social situations.

Table 3. Challenges on the Implementation of Face-to-face Classes

STATEMENTS	MEAN	DESCRIPTION
Lesson Planning	**2.87**	**Moderately Agree**
Teaching subject/s not in line with one's field of specialization	2.29	Agree
Work is overload after the pandemic	3.19	Moderately Agree
Limited or no academic/reference materials because of the pandemic	2.21	Agree
Many lesson plan preparations (5 to 6)	2.77	Moderately Agree
Difficulty in contextualizing the lesson	3.00	Moderately Agree
Difficulty in localizing the lesson	3.15	Moderately Agree
Difficulty in the intra and interdisciplinary integration of the learning competency	3.10	Moderately Agree
Difficulty in the incorporation of intra- and interdisciplinary content in the performance task	2.73	Moderately Agree
Difficulty in providing differentiated tasks - include varied activities which considered learners diverse learning styles, needs, interests, and engagement level	3.10	Moderately Agree
Limited/No allotted time for learners to reflect on their answers/outputs	3.13	Moderately Agree
Teaching Strategies and Materials	**2.99**	**Moderately Agree**
Teaching subjects not in line with one's field of specialization	2.29	Moderately Agree
Difficulty in utilizing learner-based instruction	2.94	Moderately Agree
Limited or no available print materials	2.98	Moderately Agree
Limited or no available non print materials	3.02	Moderately Agree
Limited teacher's ICT skills	2.98	Moderately Agree
No/Limited internet access	2.60	Moderately Agree
Limited/No allotted time for learners to reflect on their answers/outputs	3.08	Moderately Agree
Difficulty in utilizing appropriate teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	3.19	Moderately Agree
Difficulty in providing tasks for collaborative learning because of the threat of pandemic	3.23	Moderately Agree
Difficulty in providing tasks for independent study	3.10	Moderately Agree
Classroom Structure and Management	**3.14**	**Moderately Agree**
Big class size/Crowded classroom	2.46	Agree
Difficulty in the implementation of positive and non – violent discipline	3.31	Moderately Agree
Difficulty in setting classroom activities - discovery learning activities, hands-on learning activities, and meaningful exploration	3.35	Moderately Agree

STATEMENTS	MEAN	DESCRIPTION
Difficulty in structuring or setting up of classroom to make it more facilitative of learning	3.35	Moderately Agree
Difficulty in preparing activities that are appropriate for the classroom structure	3.21	Moderately Agree
Assessment of Learner's Performance	**2.99**	**Moderately Agree**
Limited time to record/interpret results on time	3.00	Moderately Agree
Big class size	3.31	Moderately Agree
Teaching subjects not in line with one's field of specialization	3.13	Moderately Agree
Difficulty in the construction of assessment tools which are aligned with the instructional goals and consistent with the content standards	3.08	Moderately Agree
Difficulty in the interpretation of assessment results/test item analysis	2.65	Moderately Agree
Difficulty in the revision of test items	3.02	Moderately Agree
Difficulty in the integration of intra- and interdisciplinary content in the performance task	3.10	Moderately Agree
Time constraint to monitor learners' performance regularly and consistently	2.42	Agree
Time constraint to explore other varied monitoring and evaluation tools	3.08	Moderately Agree
Time constraint to validate monitoring and evaluation documents to ensure accuracy of learner attainment data.	2.94	Moderately Agree
Difficulty to involve the learners in certain types of monitoring and evaluation (i.e. Portfolio assessment and checklist)	3.21	Moderately Agree
Professional Collaboration	**3.09**	**Moderately Agree**
Little/No time for collegial discussion among teachers of the same level	3.15	Moderately Agree
Little/No time for collegial discussion between the school head and the teacher	3.06	Moderately Agree
Little/No time for collegial discussion collegial discussion between teachers and the school head	3.04	Moderately Agree
Little/No time for collegial discussion between a teacher and the guidance counsellor	3.04	Moderately Agree
Little/No time for collegial discussion between a teacher and a teacher-friend	3.10	Moderately Agree
Little/No time for collegial discussion between teachers teaching the same subject	3.06	Moderately Agree
Little/No time for collegial discussion between teachers of different disciplines	3.04	Moderately Agree
Little/No time for informal collegial discussion among teachers	3.10	Moderately Agree
Little/No time for informal collegial discussion using social media	3.10	Moderately Agree
Little/No time for collegial discussion based on MT/mentor's feedback	3.21	Moderately Agree
Communication with Stakeholders Parents/Guardians	**3.01**	**Moderately Agree**
Stakeholders resistance to sharing information	3.02	Moderately Agree
Stakeholders unending reasons not to attend school activities like PTA meetings 1	3.13	Moderately Agree
Little/No follow up as observed in communicating the learner's needs, progress and achievement	3.04	Moderately Agree

STATEMENTS	MEAN	DESCRIPTION
Little /No information in as the official document for Parent/Guardian Communication	2.85	Moderately Agree
OVERALL WEIGTHED MEAN	**3.02**	Moderately Agree

Legend:
	1.00 to 1.79	Strongly Agree
	1.80 to 2.59	Agree
	2.60 to 3.39	Moderately Agree
	3.40 to 4.19	Disagree
	4.20 to 5.00	Strongly Disagree

Challenges to the Implementation of Face-to-Face Classes

To address the study's third objective, the challenges in implementing face-to-face classes were described in terms of lesson planning, teaching strategies and materials, classroom structure and management, assessment of learner's performance, professional collaboration and communication with stakeholders-parents/guardians. This was determined using fifty-two (52) item statements rated using a Likert five-point scale to measure the quantification of the collected data. This can be evaluated utilizing the range to interpret the respondents' perception level, which was based on the scale using a similar interval scheme.

Table 12 shows the respondents' responses to challenges in implementing face-to-face classes regarding lesson planning, teaching strategies and materials, classroom structure and management, assessment of learner performance and communication with stakeholders.

Lesson Planning

In terms of lesson planning, ten (10) statements were generally rated with a mean of 2.87, described as a Moderately a Problem. The statement that made lesson planning moderately a problem was "Work is overload after the pandemic", with the highest mean of 3.19. In contrast, the lowest mean was the statement "Limited or no academic/reference materials because of the pandemic" of 2.55 and described as slightly a problem. It means that junior high school teachers are overworked since they are given a variety of topic areas to manage, which adds to the amount of lesson planning required. This implies that teachers are adept at describing the flow of instruction or learning for a lesson in great detail. This demonstrates how skilled teachers are at articulating the progression of instruction or learning for a lesson in great detail.

Teaching Strategies and Materials

In this sub-component, there were thirteen (13) indicators/statements. Generally, this was rated with a mean of 2.99, described as Moderately a Problem. The significant challenge was the item "Difficulty in utilizing appropriate teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills", with the highest mean of 3.19 and described as Moderately Agree. At the same time, the item "Teaching subjects not in line with one's field of specialization" got the lowest mean of 2.29 and also was described as Moderately Agree. It means teachers have trouble using the proper teaching techniques to foster critical and creative thinking and other higher-order cognitive abilities. This indicates that teaching strategies are crucial. Teachers would aimlessly project material that does not connect with students or engage them if they did not adopt a plan.

Classroom Structure and Management

There were five (5) indicators under this component. All of these were rated Moderately Agree with the general mean of 3.14. The statements that contributed to the problem of the teacher-respondents were "Difficulty in setting classroom activities - discovery learning activities, hands-on learning activities, and meaningful exploration" and "Difficulty in structuring or setting up of classroom to make it more facilitative of learning" with highest mean of 3.35 and verbally described as Moderately Agree, respectively. It can be deduced that challenges in organising or setting up the classroom

and arranging classroom activities make it more conducive to learning and contribute to a problem challenge for the teachers. This means that respondents experience a problem regarding classroom structure and management.

Assessment of Learner's Performance

There were eleven (11) indicators in this sub-component. The general mean was 2.99, described as Moderately Agree. The statement contributing to a problem/challenge to teachers was "Big class size", with the highest mean of 3.31 described as Moderately Agree, while the statement "Time constraint to monitor learners' performance regularly and consistently" had the lowest mean of 2.42 and described as Moderately Agree. As a result of the high number of students in each classroom, respondents reported having difficulty instructing and evaluating their students' performance. This is probably because large class size is one of the problems in the educational sector that developing nations have been grappling with.

Professional Collaboration

All ten (10) indicators under this component were described as Moderately Agree with the general mean of 3.09. The statement which has contributed to a problem/challenge to the teachers was "Little/No time for collegial discussion based on MT/mentor's feedback", with the highest mean of 3.21, described as Moderately Agree, while the statements " Little/No time for collegial discussion collegial discussion between teachers and the school head", "Little/No time for collegial discussion between a teacher and the guidance counsellor" and "Little/No time for collegial discussion between teachers of different disciplines" received the lowest and same mean of 3.04 and described as Moderately Agree.

Communication with Stakeholders

Regarding communication with Stakeholders, the average weighted mean was 3.01, described as Moderately Agree. The indicator contributing to a teacher problem/challenge was "Stakeholders' unending reasons not to attend school activities like PTA meetings", with the highest mean of 3.13, described as Moderately Agree. In contrast, the lowest mean was the statement Little /No information as the official document for Parent/Guardian Communication, with a mean of 2 85, described as Moderately Agree. It means parents and stakeholders struggle to attend meetings and school programs. This implies that parents have many roles and responsibilities at home or work and cannot manage their time.

Table 4. Perception on School Standards and Procedures

STATEMENTS	MEAN	DESCRIPTION
School Traffic Management	**4.51**	**Strongly Agree**
The school establishes safe entrance, exit, crowd management measures, and contract tracing procedures for all those entering school premises.	4.69	Strongly Agree
There is a drop-off and pick-up points which are clearly identified and marked.	4.44	Strongly Agree
There is a separate entry and exit points in high traffic areas by installation of signage's and markers for cueing and unidirectional movement.	4.29	Strongly Agree
The school has a school map at the front gate indicating the location of the classrooms.	4.48	Strongly Agree
There are instructions for entrance and exit.	4.54	Strongly Agree
There is a designated waiting area for parents, guardians, and/or chaperons at all times.	4.44	Strongly Agree
There are hallway ground markings for the walking direction guide.	4.56	Strongly Agree
There are areas where physical capacity is limited (e.g. restroom, library, school administrative office, among others)	4.46	Strongly Agree

STATEMENTS	MEAN	DESCRIPTION
All visitors are required to follow health protocols and screening.	4.69	Strongly Agree
Communication Strategy	**4.54**	**Strongly Agree**
The school has a setup of a proactive COVID-19 local hotline/helpdesk that connects to and coordinates with hospitals/LGUs (Barangay Health Office).	4.50	Strongly Agree
All advisers maintain a database of contact information for parents/guardians of students in the class.	4.63	Strongly Agree
The school establish feedback mechanisms for parents, guardians, and community members on issues relative to the implementation of face-to-face classes.	4.56	Strongly Agree
Class Scheduling	**4.55**	**Strongly Agree**
The school design a class programs/schedule that caters for both students of the face-to-face classes	4.63	Strongly Agree
The class schedules are arranged equitably so that all students have the opportunity to attend face-to-face classes.	4.48	Strongly Agree
The school are given flexibility in contact time/teaching time for teaching and learning.	4.40	Strongly Agree
The school ensures that learning remediation/intervention is part of the regular class.	4.54	Strongly Agree
It is ensured that the time allotment for other health and safety-related activities such as handwashing, temperature checking, and other related preliminary activities, shall not affect the actual contact teaching time.	4.69	Strongly Agree
The school determines the most appropriate class scheduling based on the demand for and their capacity to implement face-to-face classes, availability of classrooms, class size, and human resource capacity of the school.	4.63	Strongly Agree
There are a maximum of 20 students in the classroom.	4.65	Strongly Agree
Ensuring Teaching and Learning Delivery	**4.37**	**Strongly Agree**
I ensure that the attendance of students is closely monitored.	4.42	Strongly Agree
I devoted time allotment in administering diagnostic assessment (Quiz, Summative Test etc.) to determine students strengths and weaknesses.	4.44	Strongly Agree
I conducted instruction (remediation, reinforcement or enrichment) to address specific learning needs.	4.48	Strongly Agree
I administer frequent checks of understanding, formative tests (quizzes, recitation etc.), and reasonable homework.	4.44	Strongly Agree
I conducted summative tests to establish whether students achieve the learning targets specified in the subject.	4.48	Strongly Agree
I monitor learning progress busing appropriate tools such as learning progress checklist, rubrics, and portfolios.	4.48	Strongly Agree
I provide ongoing feedback on students outputs and performance.	3.83	Agree
I showed illustrative examples.	4.42	Strongly Agree
I ensure that teaching hours are maximized for the actual teaching and learning.	4.44	Strongly Agree
In case a student can no longer participate in the face-to-face classes due to a valid reason, I reverted to modular distance learning.	4.48	Strongly Agree

STATEMENTS	MEAN	DESCRIPTION
Learning Resources	**4.15**	**Agree**
The school produced abundance of learning resources to support students in attaining the skills.	3.90	Agree
Textbooks, self-learning modules, primer lessons, learning activity sheets, TV/Video lessons, etc., are utilized in teaching and learning.	4.19	Agree
I developed activity-based materials for students for best learning	4.27	Strongly Agree
Other teacher-made teaching materials are used to deepen students understanding of the lesson.	4.25	Strongly Agree
School Activities	**4.01**	**Agree**
Group activities are not allowed if they necessitate physical contact with one another and when physical separation in not practicable.	3.75	Agree
The conduct of school-related activities and gatherings must meet the minimum alert level 1 and 2 in accordance with the country's COVID-19 alert level system or any similar organization in accordance with the guidelines.	3.98	Agree
Performance-based tasks and activities, summative tests, classroom-based assessment are permitted as long as it follows the required minimum health and safety protocols when conducting such.	4.29	Strongly Agree
OVERALL WEIGTHED MEAN	**4.35**	**Strongly Agree**

Legend:
1.00 to 1.79 Strongly Disagree
1.80 to 2.59 Disagree
2.60 to 3.39 Moderately Agree
3.40 to 4.19 Agree
4.20 to 5.00 Strongly Agree

School Traffic Management

School Traffic Management with an overall mean of 4.51 and described as strongly agree. This means the respondents perceived that their school implemented the School Traffic Management during the implementation of face-to-face classes. The indicators "The school establishes safe entrance, exit, crowd management measures, and contract tracing procedures for all those entering school premises" and "All visitors are required to follow health protocols and screening" got the highest mean of 4.69 and described as Strongly Agree.

Communication Strategy

On the other hand, Communication Strategy received an overall mean of 4.54 and was described as strongly agree, indicating that the respondent's school implemented communication and strategy. This implies that all times circumstances in schools involve communication. The connections and interactions with students, teachers, parents, stakeholders and the school community are implemented in the school. The transmission of information from the teacher to the parents is open. To keep everything operating smoothly, good communication is required.

Class Scheduling

Regarding class scheduling, the overall mean was 4.55 and described as Strongly Agree. It indicates that respondents perceived that their school implemented a class schedule during the implementation of the face-to-face class. This implies the school-created class schedule where there will only be a few in-person classes offered in a hybrid approach to education and choose the most combining the proper learning delivery method with face-to-face instruction that will suit the students.

Ensuring Teaching and Learning Delivery

The overall mean of ensuring teaching and learning delivery was 4.55 and described as Strongly Agree. It indicates that respondents perceived that their school implemented ensuring teaching and learning delivery during

the implementation of the face of face class. This implies that the school administration makes sure that there are enough learning materials for blended learning. During the face-to-face setting, teachers maximize the use of all resource materials accessible and the amount of time allotted to learning, cooperation, and interaction while adhering to the procedures for safety and health.

Learning Resources

Regarding learning resources, the overall mean was 4.15 and described as Agree. It indicates that respondents perceived that their school utilized learning resources during the face of face class implementation. The school used textbooks which are the primary learning material that will be utilized for in-person instruction. On the other hand, Self-learning modules (SLMs) and learning activity sheets are both easily accessible and can be used in addition to these.

School Activities

Regarding school activities, the overall mean was 4.01 and described as Agree. It indicates that respondents perceived that their school conducted school-related activities while implementing the face of face class. This implies that the school has ensured that there are no physical or face-to-face mass meetings, group projects, or activities that call for proximity or in which it may not be feasible to distance oneself from others physically.

Table 5. Age vs. Challenge on the Implementation of Face-to-Face Classes

Group	Sum of Squares	df	Mean Square	F	Sig
Between Groups	276.280	3	92.093	2.968	0.042
Within Groups	1365.387	44	31.032		
Total	1641.667	47			

a*. 5 cells (62.5%) have expected count less than 5. The minimum expected count is .33.*

It can be noted on the table that the analysis of variance showed that the difference between groups was not statistically significant, F (3,44) = 2.968, p =0.042). Therefore, there is no difference between the age of the respondents and their level of difficulty on the implementation of face-to-face classes.

Table 6. Civil Status vs Challenge on the Implementation of Face-to-Face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.891[a]	3	0.180
Likelihood Ratio	4.939	3	0.176
Linear-by-Linear Association	1.133	1	0.287
N of Valid Cases	48		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .83

A chi-square test was conducted to examine the relationship between civil status and teaching and challenges on implementation of face-to-face in a sample of 48 participants. The results indicated a non- significant association between civil status and challenges on implementation of face-to-face classes. It can be noted on the table that the relation between civil status vs. challenge on the implementation of face-to-face classes was not significant, x^2 (3, N=48)=4.891, p (0.180)>0.05. Meaning, the challenges on the implementation of face-to-face classes is not dependent in their civil status.

Table 7. Teaching Position vs Challenge on the Implementation of Face-to-Face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.057[a]	6	0.029
Likelihood Ratio	15.267	6	0.018
Linear-by-Linear Association	1.336	1	0.248
N of Valid Cases	48		

a.   8 cells (66.7%) have expected count less than 5. The minimum expected count is .33.

A chi-square test was conducted to examine the relationship between teaching position and teaching and challenges on implementation of face-to-face in a sample of 48 participants. The results indicated a non- significant association between civil status and challenges on implementation of face-to-face classes. It can be noted on the table that the relation between teaching position vs. Challenge on the Implementation of Face-to-Face Classes was not significant, x^2 (6, N=48)=14.057, p (0.029)>0.05. Meaning, the challenges on the implementation of face-to-face classes is not dependent in their teaching position. With this, the hypothesis that there is no significant relationship between the socio-demographic profile of teacher-respondents with the challenges on the implementation of expanded face-to-face classes was accepted.

Table 8. Years of Teaching vs. Challenge on the Implementation of Face-to-Face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.064[a]	9	.006
Likelihood Ratio	22.460	9	.008
Linear-by-Linear Association	1.160	1	.282
N of Valid Cases	48		

a. 13 cells (81.3%) have expected count less than 5. The minimum expected count is .04.

A chi-square test was conducted to examine the relationship between years of teaching and challenges in implementation of face-to-face classes in a sample of 48 participants. The results indicated a significant association between years of teaching and challenges in the implementation of face-to-face, χ² (9, N = 15) = 23.064, p < .01.

The analysis revealed that there were significant differences in challenges in the implementation of face-to-face by years of teaching. Specifically, a higher proportion of those with longer years of teaching had more challenges compared to shorter years of teaching which found fewer challenges. These findings suggest that years of service may play a role in perceiving challenges in the implementation of face-to-face classes.

Table 9. Highest Educational Attainment vs. Challenge on the Implementation of Face-to-Face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.899[a]	9	0.750
Likelihood Ratio	7.912	9	0.543
Linear-by-Linear Association	0.256	1	0.613
N of Valid Cases	48		

a.13 cells (81.3%) have expected count less than 5. The minimum expected count is .13.

It can be noted in the table that the relation between Highest Educational Attainment vs Challenge in the Implementation of Face-to-Face Classes was not significant, x^2 (9, N=48)=5.899, p (0.750)>0.05. Meaning, the challenges of the implementation of face-to-face classes are not dependent on their highest educational attainment.

Relationship Between the Socio-Demographic Profile of Teacher-Respondents with the School Standards and Procedures on the Implementation of Expanded Face-to-Face Classes

To address the sixth objective of the study, chi-square was used to determine the relationship between the socio-demographic profile of teacher-respondents with the school standards and procedures for the implementation of expanded face-to-face classes.

Table 10. Age and Perception on Standards and Procedures on the Implementation of Expanded Face-to-face Classes

Group	Sum of Squares	df	Mean Square	F	Sig
Between Groups	110.689	2	55.344	1.627	0.208
Within Groups	1530.978	45	34.022		
Total	1641.667	47			

It can be noted in the table that the analysis of variance showed that the difference between *groups was not statistically significant, F (2,45) = 1.627, p=0.208). Therefore, there is no difference between the age of the respondents and their perception of standards and procedures.*

Table 11. Sex vs. Perception of Standards and Procedures on the Implementation of Expanded Face-to-face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.145[a]	2	0.564
Likelihood Ratio	1.045	2	0.593
Linear-by-Linear Association	1.108	1	0.292
N of Valid Cases	48		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .50.

It can be noted in the table that the relation between sex and perception of the standards and procedures was not significant, x^2 (2, N=48) =1.145, p (0.564)>0.05. Meaning, their perception of the standards and procedures is not dependent on their sex.

Table 12. Civil Status Vs Perception on Standards and Procedures on the Implementation of Expanded Face-to-face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.307[a]	2	0.316
Likelihood Ratio	3.397	2	0.183
Linear-by-Linear Association	1.242	1	0.265
N of Valid Cases	48		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.25.

It can be noted in the table that the relation between civil status and perception of the standards and procedures was not significant, x^2 (2, N=48) =1.145, p (0.564)>0.05. Meaning, their perception of the standards and procedures is not dependent on their civil status.

Table 13. Teaching Position Vs Perception on Standards and Procedures on the Implementation of Expanded Face-to-face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.491a	4	0.828
Likelihood Ratio	2.188	4	0.701
Linear-by-Linear Association	.001	1	0.979
N of Valid Cases	48		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is. 50..

It can be noted in the table that the relation between teaching position and perception of the standards and procedures was not significant, x^2 (4, N=48) =1.491, p (0.828)>0.05. Meaning, their perception of the standards and procedures is not dependent on their teaching position.

Table 14. Years of Teaching Vs Perception on Standards and Procedures on the Implementation of Expanded Face-to-face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.015a	6	0.807
Likelihood Ratio	3.585	6	0.733
Linear-by-Linear Association	.149	1	0.699
N of Valid Cases	48		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .06.

It can be noted in the table that the relation between years of teaching and perception on the standards and procedures was not significant, x^2 (6, N=48) =3.015, p (0.807)>0.05. Meaning, their perception of the standards and procedures is not dependent in their years of teaching.

Table 15. Highest Educational Attainment Vs Perception on Standards and Procedures on the Implementation of Expanded Face-to-face Classes

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.046a	6	.087
Likelihood Ratio	11.339	6	.078
Linear-by-Linear Association	8.529	1	.003
N of Valid Cases	48		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .19.

It can be noted in the table that the relation between the highest educational attainment and perception of the standards and procedures was not significant, x^2 (6, N=48) =3.015, p (0.807)>0.05. Meaning, their perception of the standards and procedures is not dependent on their highest educational attainment.

With this, the hypothesis that there is no significant relationship between the socio-demographic profile of teacher-respondents in terms of age, sex, civil status, teaching position, years of teaching and educational attainment with the perception of standards and procedures was accepted.

Relationship Between the Challenges on the Implementation of Expanded Face-to-Face Classes and School Standards and Procedures on the Implementation of Expanded Face-to-Face Classes

To address the seventh objective of the study, chi-square was used to determine the relationship between the challenges on the

implementation of expanded face-to-face classes and school standards and procedures on the implementation of expanded face-to-face classes.

A chi-square test was conducted to examine the relationship between the challenges on the implementation of expanded face-to-face classes and school standards and procedures on the implementation of expanded face-to-face classes in a sample of 48 participants. The results indicated a non-significant association between the challenges on the implementation of expanded face-to-face classes and school standards and procedures on the implementation of expanded face-to-face classes.

Table 16. Challenges on the Implementation of Face-to-Face Classes vs Perception on Standards and Procedures

Group	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.652[a]	6	0.724
Likelihood Ratio	4.561	6	0.601
Linear-by-Linear Association	0.748	1	0.387
N of Valid Cases	48		

a.8 cells (66.7%) have expected count less than 5. The minimum expected count is .13.

It can be noted in the table that the relation between the highest educational attainment and perception of the standards and procedures was not significant, x^2 (6, N=48) = 3.652, p (0.724)>0.05. Meaning, their perception of the standards and procedures is not dependent on their highest educational attainment.

With this, the hypothesis that there is no significant relationship between challenges in the implementation of face-to-face classes vs perception of standards and procedures was accepted.

Issues and Challenges Experienced by the Araling Panlipunan Teachers

To address the seventh objective of the study, the issues and challenges experienced by the Araling Panlipunan teachers and their self-assessment as a teacher after the pandemic and during the implementation of face-to-face classes were identified and presented in Table 26 and 27 respectively.

The issues experienced by the ALS learners and challenges encountered by the ALS implementers were ranked by the respondents according to their perceptions. It can be seen in the table that among 5 issues and challenges experienced by the Araling Panlipunan teachers, regular monitoring of the performance of my students through their assessments and performance tasks was ranked first.

Table 17. The issues experienced by the Araling Panlipunan teachers after the pandemic and during the implementation of face-to-face class

Issues And Challenges Experienced By Araling Panlipunan Teachers During The Implementation Of Face-to-face Class	F	RANK
Used differentiated teaching strategies to promote differential learning	11	2
Understand the different learning challenges among my students	10	3
I make concrete plans and strategies in delivering lessons among my students	7	5
Regular monitoring on the performance of my students through their assessments and performance tasks	12	1
Provide performance-based activities to measure their learning based on the given MELCS	8	4

Teachers had trouble transferring high-quality learning because of a number of factors. The difficulty teachers had in approving their students' performances was made clear. According to Khlaif et al. (2021), teachers cannot monitor and evaluate the actual progress of the children and in these times, it's critical to address concerns like student assessment and engagement.

On the other hand, self-assessment as a teacher after the pandemic and during the implementation of face-to-face classes was also presented. The self-assessment as a teacher after the pandemic and during the implementation of face-to-face classed were ranked by the respondents according to their perception.

Table 18. Self-assessment as a teacher after the pandemic and during the implementation of face-to-face class

Self-Assessment As A Teacher After The Pandemic And During The Implementation Of Face-to-face Class	F	RANK
Adjust to the situation by attending training and seminars in relation to the implementation of face-to-face class	13	2
Resiliency and flexibility help me to improve my professional and personal growth among inevitable changes in education system brought about by the pandemic	15	1
I am goal-oriented, motivated and dedicated despite of the pandemic	6	5
I became conscious with the feelings of my students	7	3.5
I m a transformative teacher who share my best practices and build mentoring relationships among my peers	7	3.5

It can be seen in Table 27 that among the five descriptions, resiliency and flexibility helps me to improve my professional and personal growth among inevitable changes in the education system brought about by the pandemic was ranked first.

Teachers are encouraged to implement cutting-edge programs to support not only learning continuity but also the delivery of high-quality education with the support of school administrators as a result of the emergence of technology in teaching-learning as well as unprecedented challenges (Pentang, 2021).

Despite the difficulties, the teachers managed to adapt to modular education (De Villa & Manalo, 2020). This illustrates the teachers' adaptability, creativity, and flexibility. The coping mechanisms revealed six recurring themes.

Proposed Intervention Plan
To address the last objective of the stud, the researcher proposed an intervention plan that may be made to address the findings of the study.

Since it was found that there are challenges in teaching during the implementation of face-to-face classes in terms of classroom structure and management, professional collaboration, communication with stakeholders' parents/guardians, teaching strategies and materials, assessment of learners' performance and lesson planning, an intervention plan was proposed.

Moreover, regular monitoring of the performance of my students through their assessments and performance tasks was the main challenge that the Araling Panlipunan encountered during the pandemic.

To improve classroom structure and management, recognition and giving awards and incentives to the classrooms that promote a safe, secure and sanitized environment.

Furthermore, to address the professional collaboration difficulties, the conduct of focus group discussions, learning action cells, Peer coaching and mentoring are proposed to build harmonious relationships and teamwork.

Meanwhile, the conduct of monthly PTA meetings and recognition for supportive PTA and stakeholders are recommended were proposed to improve Communication with Stakeholders' Parents/Guardians.

In terms of teaching strategies and materials, interventions like translating learning competencies to instructional objectives, selecting, preparing, and utilized technology-based instructional materials and innovative activities fitted to the learning need are proposed.

While to improve lesson planning, the intervention includes training on instructional planning (elements and process of developing an instructional plan: daily, weekly, quarterly, yearly), evaluation of sequenced instructional plan aligned with the curriculum content, identification of learning objectives aligned with the curriculum competencies and appropriate and varied assessment procedures.

Conclusion

The findings of the study indicated that teachers are capable and competent enough in their respective fields considering that they are new in the service, young and in the prime of their careers. Moreover, the majority of the teachers were female, having a family of their own and are at the entry-level, thus, showing their expertise leading to competency and promotion to higher positions.

Findings show that students have positive attitudes towards learning Araling Panlipunan in terms of the instructional scheme, physical condition, social interaction and etiquette as perceived by the students during the full implementation of a face-to-face class. On the other hand, teachers experienced moderate problems in terms of classroom structure and management, professional collaboration, communication with stakeholders' parents/guardians, teaching strategies and materials, assessment of learner performance and lesson planning towards the implementation of face-to-face classes.

Concerning school standards and procedures during the implementation of face-to-face classes, it was found that the schools implemented school traffic management, learning resources communication strategy, class scheduling, and ensuring teaching and learning delivery as perceived by the respondents. Furthermore, years of service play a role in perceiving challenges in the implementation of face-to-face, wherein a higher proportion of those with longer years of teaching had more challenges compared to shorter years of teaching who found fewer challenges.

The study shows that regular monitoring on the performance of students through their assessments and performance tasks rank first as issues and challenges that Araling Panlipunan experienced during the pandemic and resiliency and flexibility were the traits that the respondents described. With the findings of the study, an intervention plan was proposed to help Araling Panlipunan teachers overcome the challenges in teaching and attain their full potential. This will become basis of educators and administrators to help them enhance their competencies in the field.

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